

# New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

VOLUME XVII., NUMBER 39.  
Whole Number 466.

NEW YORK, OCTOBER 30, 1880.

\$2.00 a YEAR  
SINGLE COPIES 7 CENTS

## NEW PUBLICATIONS.

### Standard Series.

No. 33—Oration of Demosthenes.

LELAND'S TRANSLATIONS. HALF, 20 CENTS.  
No. 34—Second half of the above. 20c.  
No. 35—Salon of Madame Richer. Second half. 15c.  
No. 36—John Ploughman's Pictures. 15c.  
No. 37—Goldsmith's Citizen of the World. 30c.  
Postage free. Circulars free. For sale by Bookellers,  
or The Publishers, L. K. FUNK & CO., 10 Day St., N. Y.

## Bargains in Books.

Appleton's Cyclopedia, 15 vols.; Cloth, \$60;  
Sheep, \$75; Half-mor., \$80; Half-russia, \$100. John-  
son's Cyclopedia, 4 vols.; Cloth, \$35; Half-mor., \$45.  
Britannica, ninth edition, English; Cloth, \$4.50 per  
vol.; Half-russia, \$5.50; American Edition: Cloth, \$4  
per vol.; Sheep, \$5; Half-calf, \$6. Chamber's Cyclo-  
pædia, Edinburgh Edition, 10 vols.; Cloth, \$18.75;  
Sheep, \$27.50; Half-calf, \$35; Half-russia, \$45. Second-  
hand sets of these works furnished at concessions from  
above prices. Liberal discounts on all books ordered  
through us. Correspondence solicited.

NEW YORK & LONDON BOOK CO.  
1191 BROADWAY, NEW YORK.

## THE UNION TEACHERS' AGENCY

Provides Colleges, Schools and Families with Profe-  
sors, Principals, Tutors, Governesses, and Teachers of  
every grade. Provides Teachers with positions. Ne-  
gotiates for the sale or renting of schools. Teachers'  
application-forms furnished on request. Parties in need  
of Teachers will please state the qualifications required.  
ADDRESS: A. LOVELL & CO.,  
41 Bond Street, New York.

5 CENTS FOR A 35-CENT PIECE OF MUSIC.  
50c. and 75c. Poles. Old Scotch Song. Secret Love  
Garden. Fine as a Bird. Heart Banned Down. Trock-  
enham Ferry. Dublin Bay. Faintest March. I Love  
my Love. Sail in our Alley. Then You'll Remember  
Me. A Warrior's Hold. I'm Billed Little Buttercup.  
Whoa, Emma! Kiss and Never Tell. Nancy Lee.  
Jimmie's Choice. Merry Party Walk. Blue Danube  
Waltzes. (3 nos.) Cecelia March. Tired. Killarney.  
6 for 25 Cts.—15 for 50 Cts. Stamp taken. Send for  
our Catalogue of Sheet Music.

WILLIAM H. BOKER & CO., Agts.  
Music Dealers and Publishers, No. 1104 Chestnut St.,  
Phila., Pa.

THIRTY LECTURES, CONCERTS, READINGS &c.—  
1. Course tickets (reserved), \$5, \$8 and \$10, accord-  
ing to location, or choice of reserved seat for any ten  
entertainments for \$5! VALE'S POPULAR ENTER-  
TAINMENTS, Masonic Temple, Monday evening series  
commencing Monday (to-morrow), October 25. Grand  
evening entertainments, October 25 and November 1,  
by the HELEN POTTER FLEIADERS, with entire  
change of programme for the second night, followed on  
25 successive Mondays by the following well-known  
talent, viz.: Rev. Robert Collyer, the famous McGilberry  
family, Mr. W. S. Andrews, Rev. Newland Maynard,  
D. D.; Dr. Isaac I. Hayes, Mr. Frank Beard, Miss Lella  
E. Patridge, Josh Billings, Olive Logan, the Young  
Apollo Club, Professor S. K. Murdoch, Eli Perkins, Mr.  
R. J. DeCordova, Professor Nathan Sheppard, Rev. Dr.  
J. C. Eccleston, Miss Minerva Guernsey, Alfred J.  
Knight, Rev. Dr. J. H. Carroll, D. D.; Bassett's Broke-  
brac, Mr. Wm. Mason Evans, Vale Lyceum Comedy  
Company, Mr. A. P. Burbank, "Your Versatile Guests"  
Combination, Dr. J. Jay Villiers, Miss Clara M. Spence,  
Mr. Benjamin F. Taylor, Mrs. Abby Sage Richardson,  
Mr. George Vandenberg, Mr. Charles Roberts, Jr., Jen-  
nie Jewell's Mosaics. Course tickets on sale at Schu-  
berth's, No. 25 Union square, and at room No. 25 Cooper  
Institute, where programmes can be seen.  
J. S. VALE, Manager.

## School Furniture.

### TRUSTEES AND PRINCIPALS

—OF—  
Public or District Schools

—AND—  
Private Institutions

Save money and get more durable Furniture, from the  
undersigned, who have made a specialty of manufac-  
turing

School Furniture,

Including  
Scholars' and Teachers' Desks,  
Blackboards, Etc., Etc.,

For 30 years.  
ROBERT PATON & SON,  
26 Grove Street New York.  
Circulars and Catalogues sent on application.

\$72 A WEEK. \$12 a day at home easily made. Costly  
Outfit free. Address: TAYLOR & CO. Augusta, Me.

## McGUFFEY'S READERS A FAILURE

In the Home of the Publishers.

## IN A SINGLE DAY

OVER 2,000 SCHOOLS IN OHIO DISCARD McGUFFEY'S READERS, REFUSING IN MOST CASES

THE REVISED EDITION AS A FREE GIFT,

AND ADOPT APPLETONS'.

NEARLY ONE-THIRD OF THE NUMBER WERE ALREADY USING THE  
REVISED McGUFFEY'S, AND VOTED THEM OUT AS A FAILURE.

Every mail leaving Cincinnati for weeks past has been laden with circulars and pamphlets proclaiming Appletons' Readers a "failure." These statements are endorsed by a few "eminent" teachers from "Owen County," and by local agents of the McGuffey Readers in a few other places, and it was presumed that a wide circulation of these would effectually postpone the day when the old McGuffey book "must go." The circulars, however, were not so potent as was expected. In the special mission upon which they were sent, they have been most conspicuous "failures." They have convinced the public that the country has not been deluged with these things to promote the educational interests of the community but solely to infuse new life into the McGuffey books, whose days of usefulness are so rapidly waning.

On Monday, September 20th, School-Boards, representing more than 2,000 schools in the State of Ohio, adopted Appletons' Readers and discarded McGuffey's.

More than 200,000 of Appleton's Readers were already in use in the State of Ohio previous to the above date.

## WHICH ARE THE REAL "FAILURES"?

### NEW MUSIC BOOKS.

CHOIRS WILL REMEMBER OUR NEW  
JOHNSON'S American Anthem Book (\$1.25),  
by JOHNSON, TENNY and ARREY. An excellent collec-  
tion of easy anthems. Also one thousand or more of  
separate Anthems, Glee, &c., costing about 6 to 10 cts.  
each. A great convenience for occasional singing.  
NEW CANTATAS—Christmas, (11.); Fall of  
Jerusalem, (11.); Joseph's Bondage, (11.); and  
many others for winter practice of Choirs  
and Societies. Send for lists.

### THE BEST INSTRUCTION BOOKS

for Piano, Organ, Reed Organ, Guitar, Violin, Cornet,  
and all Wind, String and Reed Instruments. Send for  
our lists. 500 such books are published.  
Organists need "Harmonic School" for the  
Organ, (11.) by Clarke; also, Clarke's Short Val-  
entines, (11.); "Bartlett's 50 Pieces," (11.); or  
"Organist's Reliance," by Thayer, 10 Nos.,  
each, \$1.25, complete, \$5.  
Johnson's New Method for Harmony, (11.)  
is easiest.  
Winner's New Schools, (each 3 cts. For all in-  
struments. Capital cheap instructors.  
Clarke's Reed Organ Melodies, (11.) are  
splendid.  
Take the Musical Record, (\$2 per year.)  
Welcome Chorus for High Schools, \$1.  
Songs Bells for Common Schools, 80 cts.  
Any book mailed for the Retail price mentioned  
above. Liberal reduction for quantities.

Oliver Ditson & Co., Boston.  
C. H. DITSON CO., 343 Broadway, New York.

### PALACE OF SONG!!

By GEO. F. ROOT.

### ENLARGED

To the already matchless contents of this popular  
work for

Singing-classes and Choirs Institutes,  
A selection of heavy choruses and part songs has been  
added, swelling the book to 208 pages.

### "PALACE OF SONG"

Is especially rich and full in

BRILLIANT SECULAR CHORUSES,  
TOUCHING PATHETIC PIECES,  
BRIGHT AND HUMOROUS SONGS,  
CHOICE CHANTS,  
VOCAL CULTURE CONDENSED,  
DEVOTIONAL EXERCISES,  
GLEES PART SONGS, ETC.

Its elementary and preparatory departments are ab-  
solutely perfect. Examine "PALACE OF SONG" be-  
fore beginning the winter's work.

Price, by mail, 75 cts.; \$7.50 per dozen, by  
express.

JOHN CHURCH & CO.,  
66 W. Fourth St., Cincinnati,  
And 225 Broadway, New York.

### THE MILD POWER CURES HUMPHREYS'

### Homeopathic Specifics

Been in general use for 20 years. Every-  
where proved the most Safe, Simple, Eco-  
nomical and Efficient Medicines known.  
They are just what the people want, sav-  
ing time money, sickness and suffering.  
Every single specific the well-tried prescription  
of an eminent physician.

For sale by Druggists generally.  
Dr. Humphreys' Book on Treatment and Cure of  
Disease (144 pp.) also illustrated Catalogue, sent  
free on application to Humphreys' Homeo-  
pathic Medicine Co., 109 Fulton St., N. Y.

### New and Beautiful Reward Cards,

For Sunday and Day Schools.  
OVER 1000 KINDS AND DESIGNS.

Rhotype Engravings,  
German Transparencies.

Oil Chromos, Scrap Pictures, Elegant and Appropriate  
Designs of Diplomas, for Schools & Colleges.  
Extra inducements and samples and price list free to  
any teachers or agents sending us their address.  
J. H. BUFFORD'S SONS Manufacturing Publishers  
411 Franklin Street, Boston, Mass. Established 1880.





# New York School Journal.

## THE NEW YORK SCHOOL JOURNAL,

Published EVERY SATURDAY at

21 Park Place, N. Y.

E. L. KELLOGG & CO

From 1 to 4 copies..... \$2.00 each  
5 to 9 copies to one address..... 1.50 "  
10 to 19 copies to one address..... 1.25 "  
20 copies to one or more addresses..... 1.00 "

The blank label on each paper shows up to what date a subscriber has paid. If the publisher does not by that date receive a request from the subscriber that the paper be discontinued, he will continue to send it. The paper will, however, be stopped at any time thereafter if the subscriber so desires and remits the amount due for the time he has received it. The papers for a club will be stopped at once on the expiration of the club subscription unless a renewal for the same is received.

Subscriptions for any portion of a year will be received. If the papers for a club are to be sent to one address, the publisher desires to have for reference the names of all the subscribers. He therefore requires that each club subscription be accompanied with a list of the names and addresses of the persons who are to use the paper.

Additions may be made at any time to a club, at the same rate at which the club, as first formed, would be authorized to subscribe anew. Such additional subscriptions to expire at the same time with the club as originally ordered. The new subscribers to pay *pro rata* for the time of their subscriptions.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

### Contents of this week's number.

Advertisements.....	Page 1-3
EDITORIAL.....	
Where are the Teachers.....	2
The City Election.....	3
Who Is Your Teacher.....	3
The School Superintendent.....	3
For Money.....	4
Erastus C. Benedict.....	4
THE SCHOOL-ROOM.....	
Work.....	4
Geography Lesson.....	4
Lessons in English Literature.....	5
EDUCATIONAL NOTES.....	
New York City.....	6
Elsewhere.....	6
LETTERS.....	
EDUCATIONAL MISCELLANY.....	
An Energetic Teacher.....	6
A Practical Theory of Success.....	6
Education of the Negro.....	7
The Iliad.....	7
Co-Education at Michigan University.....	7
FOR THE HOME.....	
What We Can Do.....	9
About Beetles.....	9
A Bird's Wing.....	9
Thorvaldsen.....	9
Saved by a Dog.....	10

New York, October 30, 1880.

We have sent bills to all our subscribers whose subscriptions are due or about to expire. Please respond promptly.

### Where are the Teachers?

The Michigan Medical Society passed this resolution at the last meeting:

"Resolved, we will support such schools as require for admission a preliminary examination, and for graduation a three term graded course of lectures in *three years of study*, and will use our influence to prevent students from attending colleges that have an inferior standard."

The Michigan Medical Colleges immediately adopted a three years course of study.

Now, where are the teachers? That is what we desire to know. Are they doing any thing to raise the standard? Are they doing any thing to hasten the time when only those who have graduated at educational colleges can teach? Or are they harping on that old, old tune, "Normal school graduates fail as much as other teachers." Has not that been said times enough? Isn't it time that special training counted for something? Shall the physicians have all the brains?

### The City Election.

The Republicans have nominated Commissioner Dowd for Mayor, and because of his noble educational record, it would be well if he be elected. At the first meeting of

the Board in October, a proposition was made to reduce the salaries of the teachers ten per cent. Mr. Dowd moved that it be laid on the table. Mr. Dowd has been on the Finance Committee, and carefully watched every expenditure, but he has always been liberal towards the teacher, for in his own language "the work is regulated very much by the pay." In other words he knows that ten per cent cut off from the salaries of the teachers, means ten per cent less teaching.

The JOURNAL believes it to be for the interest of the schools to have a man like Mr. Dowd elected as Mayor. What splendid men he would appoint as School Commissioners. How different would he view this matter from what Mayor Cooper did last year! Mayor Cooper deserves severe censure for his course, because he did not take the best interests of the schools into consideration.

A man who has lived for the public and before the public as many years as Mr. Dowd cannot but make a good executive officer for this great city. He deserves the post and will ably fill it. Appearances seem to indicate he stands a good chance to be chosen.

Mrs. W. H. Grace has been nominated by the Democratic party for the office of Mayor. We note in his letter of acceptance a recognition of the great importance of the Public Schools. He says:

"If elected, it shall be my aim to preserve in its integrity the common school system so long established and regarded with so much pride by the American people. In any appointments which I may have to make in connection with our school management, I shall not fail to give full and proper recognition to the prevailing American sentiment in this regard. I believe that the common schools, established by the people and esteemed by them as their richest inheritance, should be maintained inviolate, and I shall favor liberal appropriations for their support."

This is frank and to the point. If he is elected, we trust he will carry out this promise to the very letter. "Preserve the schools in their integrity," "The schools shall be maintained inviolate and sacred," "Liberal support for the schools"—These are noble sentiments. The JOURNAL will watch to see how Mr. Grace, if he becomes Mayor Grace, will carry them into effect. It will be a delicate position for a pronounced Catholic to administer the affairs of a Protestant city, but a man possessing broad views can do it. The Mayorship is of little importance; the schools are of the highest importance. That 100,000 children shall be properly taught, is worthy the ambition of every good man. Only good men care for schools. So we cry "Long live the Mayor whoever he be," but thrice more we cry "Long live the schools."

### Who Is Your Teacher?

The one who teaches must learn. This may or may not be accepted as an axiom. But there are fixed facts in pedagogy as in geometry, and this is one of them. The common idea is a most mischievous one. It is that one may have learned—that is, in some past, while we emphatically say it must be in the present.

In the first place, a teacher must learn because he is communicating constantly, and so whether he wants to or not, he will need to acquire; he will take opportunities for this purpose that none else will use, and he will employ materials none else would think of. An example comes to mind. The niece of Horace Mann was at one time an assistant to the writer; soon after the school opened, she went to an adjoining city, and returned with a quantity of cards on which the "Noted Buildings," the "Great Natural Curiosities," etc., were handsomely depicted and described. At odd times, during the day a pupil would be heard describing "Mammoth Cave," or "Niagara Falls," or "Yosemite Valley." This did not at all interfere with the lessons. Becoming somewhat curious, we learned on inquiry that she had accumulated many hundreds of such aids to teaching.

We want to compare this with another teacher—one who is now a principal of primary school No. — in —. She leaves her home at eight o'clock each day, and returns at four. From this time to nine or ten o'clock, she is engaged in sewing—possibly, she may look at the daily paper, if it contains an account of the doings of some personal

friend. Otherwise her life is a blank. She does absolutely nothing to educate herself. And this is not a solitary case, on the contrary, it is believed that the majority of female teachers follow this course; men do a little better, because they meet with men constantly.

Now, what is the effect on this principal? It is easy to see that a person of sensibility will be aware of the numbing influence of such a life. It is so in her case; she complains greatly of her work, has seriously thought of resigning—not because she is not well paid—but because it is "Such a mechanical routine." She says, "It is drill, drill, drill, the whole day long." And that "it is the same this year it was last," etc.

If it is bad for the teacher, what must it be for the pupil? It must be inconceivably worse! In fact, we take the position that when the teacher has not a fresh feeling day by day the pupil is being injured. Commissioner Newell, of Onondaga County, N. Y., speaks very strongly on this subject. He thinks it far better for the schools to have green hands with the earnestness they usually have than experienced teachers, who have settled down to know and learn no more.

So that the question who is your teacher is a very important one. The pupil has one because he is ignorant; but so is the teacher. He knows more than the pupil, it is true, but not so much but that he ought to study daily. That teacher who has no teacher to teach him in the world, outside of the school-room, in the books, the phenomena of nature is indeed to be pitied.

The teacher is really only the largest and oldest pupil in the school-room. In former days, the pupils in the highest classes were the teachers for the lowest classes. They studied and recited part of the time. Thus it should be now. No teacher but should adopt the motto of Sir Thomas More, "Nulla dies sine linea." No day without an addition to the previous store of knowledge. God help the children who have for a teacher one who knows all she wants to; who occupies herself with crochet work during the evenings, instead of the travels, the histories, the descriptions of life and manners in other countries, and the progress of events in our own land. Yes, God help the children who have a dried up man or woman, where there should be a live, earnest, self-sacrificing, bright-eye and bright-minded teacher. For the children cried for bread and their parents have given them a stone. Teacher who is your teacher?

### A School Superintendent.

No matter how good a school may be, it pays to have a superintendent; and much more does it pay, if the school is a poor one. But the superintendent must be an able man in either case. Now, it is a fact, that very many cities have very poor superintendents—the teachers know it, though they do not often dare to say any thing about it. Take the reading of educational journals for one thing, and it is remarkable that there is a great number of superintendents who do not possess themselves of the knowledge there so carefully collected. It may be averred that they know so much that increase is almost impossible! But those who know them will doubt this statement of the case.

Let us speak plainly as possible:

1. There are superintendents who take the post as they would that of building a house. They can keep books, do business, and this is all that entitles them to the honor. These may be called *political* superintendents.

2. There are those who have been teachers, have been principals, and ambitiously climb to the top—as they suppose it to be. Most of this class have little or no real teaching power or taste. They want to please, because of the money and the honor. They are better than the last named class, because they know something about teaching. Some of them continue to do very well indeed, considering. These may be termed the *average* superintendents.

3. There will now and then be a man who knows how children should be taught and what they should be taught. They are not very easy to find. St. Louis was lucky to find Wm. T. Harris; and the Boston schools rose full fifty per cent when Mr. Eliot took them from Mr. Philbrick, for Mr. P. was a good sample of the second class, and Mr.

E. of the third. This class are not satisfied until the teachers are set to work. No fact was more encouraging to Mr. Elliot than that over 600 of the Boston teachers under his administration had become pupils—were absolutely trying to learn something more. These may be termed the excellent superintendents.

A subscriber wrote us not long since from a town where there were 60 teachers employed: "We have a young lawyer as a superintendent. He knows nothing of school, never has attended an educational meeting, does not own an educational book, and never takes an educational paper. He passed into my room not long since, and saw the JOURNAL on the table; he looked at it two or three minutes in quite an astonished way, as though it was remarkable that teaching was important enough to support a paper. He judges teachers by their looks. He goes around, and if they behave pretty, nicely, and deferentially, he votes them good teachers."

In an important city a superintendent died; his son, a young man with no fixed views on education, was made his successor, in order to give him a place. All of this is a shame to the profession. Teachers look on, are disgusted, and either become demoralized, and follow the example, or become discouraged.

A superintendent should be an educated man, through and through. He should take educational journals and read educational books. He should imbue his teachers with education, put them into a progressive state, set them to discussing matters pertaining to their profession. He should do for his teachers just what a good teacher does for his pupils—if he does less, he is not the man for the post.

### For Money.

A principal of one of the Jersey City public schools declared, "I am willing to let it be known that I teach for money." Let us see if these words will bear examination. Let us see if a man who makes money his object can teach. The case looks bad to start with. There is drudgery in it; there is need of self-sacrifice; there is need of patient effort to do good. For the first money will be a compensation, but how about the second and the third points.

Charlotte Cushman, the celebrated actress, said of a person who was intending to go on the stage, "If she is going to try that work simply because she can think of nothing else to do, she will fail. She will succeed if it is the one thing above all others that she desires to do; and she must do it with her whole soul." Shall we hear these golden words and not learn them? Shall we fancy that man or that woman teaches whose object is the money he gets? In fact shall we suppose that any work in which the highest part of our nature is engaged, is done for money? Does Longfellow write for money? Does the artist who painted that wonderful picture in Goupil's window lay on the colors for money?

That man who counts his pennies and not the human souls he wins is no teacher. He may by the "influence" he has exerted on some Board of Education, get a place as principal, but he should vacate it at once. He is filling the place belonging to a better man.

What motives should actuate a pupil? Should he learn because his teacher tells him to? Because he will be "kept in" if he fails? How long will such knowledge remain? But only a learner can be a teacher. The one who loves to learn, loves to teach. It has done his soul so much good he must tell it to another. So that the motive that induces one to teach lies quite back and independent of money. Teacher examine yourself, do you learn? do you love to learn? must you learn? If so, possibly you can teach.

### Erastus C. Benedict.

On the 22d inst., Erastus C. Benedict passed into the better land. He was a scholar, a philanthropist, and deeply interested in educational progress. He was born in Branford, Conn., March 19, 1800, and began to teach at the age of sixteen. As was usual in those days, he fitted himself for college while at work in the school-room, and entered the sophomore class of Williams College, from which institution he was graduated in 1821. After leaving college he tried the life of a farmer, but speedily gave it up to study law. While preparing for the bar, he became a teacher in the Johnstown and Newburg Academies and in Williams College. He was admitted to practice law in this city in 1824 and rose to distinction.

When the public school system was adopted in 1842,

Mr. Benedict was chosen a trustee. He then showed an interest in free education which did not cease till the day of his death. From 1850 to 1863 he was one of the most useful members of the Board of Education and as one time was its President. He was ardently in favor of higher education for deserving poor young men and women, and with that end in view advocated the establishment of the Free Academy, now the College of the City of New York, and took a deep interest in it for many years. His earnestness in the cause of education caused him to be appointed a regent of the University of the State in 1855. At the death of Mr. John V. L. Pruyn, the Chancellor, in 1878, Mr. Benedict was chosen as his successor and held the post of Chancellor until he died. In 1873 he was sent to the State Senate. While in this body he acted as chairman of the Committee on Literature, in which position and also during his service in the Assembly, he did much to give effect to previous legislation beneficial to his cherished cause of public instruction. Mr. Benedict was one of the trustees of Williams College, a governor of the State Woman's Hospital and a manager of the Association for the Improvement of the Condition of the Poor. As a good citizen, a stalwart friend of education and a kind friend to those who strove to improve themselves, Mr. Benedict will be long remembered. Around his remains many notable men gathered on Monday last at the church where he was a member for many years.

### Your Mission.

"We must not hope to be mowers,  
And gather the ripe gold ears.  
Until we have first been sowers  
And watered the flowers with tears."

All who have undertaken teaching in earnest have been often pained at the meager net results. They have day by day entered the school-room to leave it doubtful whether they have done any real good. That the wheels have turned round, that the program has been followed is felt not to be sufficient. There must be evidence of higher and better purposes in the scholars, there must be more moral and intellectual strength.

This leads to the question how the seeds of these grand things have been sown. For instance, a teacher expects polite treatment, instead of this he is treated with insolence. He may have treated the pupil with great kindness, always have spoken with proper respect to him, and yet he returns it with rudeness. It often happens that one who has been singled out for the teacher's regard returns abuse for love.

If the teacher goes back a week or a month, and looks minutely at his course, he will see that he has neglected to do some needful act. He is expecting to reap where he has not sown, to gather where he has not sown. Our civilization is a matter of painful culture—and our education is the great force that causes our civilization. The teacher who expects politeness, forbearance, self-control, self-denial and self-forgetfulness in his pupils must teach them. To talk about them is not enough; there must be lessons and they must be learned. Just how a human being learns a thing is of importance to know. The teacher labors to instill the rules of behavior and is surprised to find they disappear as though no word had been said. He thinks of the ape that was instructed so carefully that people declared it was not a real ape; but when one seized the apple it was eating, its sudden growl betrayed the secret.

Seeds will grow if they are properly sowed, whether in the soil or in the human heart. If a man sows shoe pegs, thinking they are oats, he must not expect a crop. Are the things you suppose to be seeds, or are they such in appearance only? Seeds are living things; they have the elements of life in them; they will grow to become living things, and be able to produce seeds themselves.

A statement made by a teacher that it is best to treat all persons well is a truth, though the pupil may not perceive it. It is no seed if the mind does not comprehend it. It needs to be illustrated, made plain, and above all employed. Here is where the kindergarten is so valuable to the teacher. There the pupils do what is to be learned. Let the teacher then put faith in his work, but above all put in thought.

I HAVE just seen a copy of the INSTITUTE; it is the best paper for teachers I have ever seen. It is full of excellent things. Enclosed \$1.00. Send it to me at once. tract from 2,000 letters.

## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

### Work.

I heard a teacher at the beginning of the year suggesting to her pupils that each one take a motto for the coming year that would refer to "work," and encourage them in working. A class motto was also chosen. I think this is a good idea, and it can be developed in many ways. I subjoin some quotations on work which may assist in carrying out this "work."

God hath set work and rest, as day and night, to man successive.—MILTON.

Work is healthy; you can hardly put more upon a man than he can bear.—BEECHER.

There is always hope in a man that actually and earnestly works.—CARLYLE.

The night cometh, when no man can work, Jesus saith unto them.—BIBLE.

If all the years were playing holidays,  
To sport would be as tedious as to work

—SHAKESPEARE.

There arise doubts in the human mind which sink us into lethargy, wrap us in gloom, and make us think it were bootless to attempt anything. Who has not experienced them? Work! That is the cure.—M. CLAY.

"In work consists the true pride of life."

Labor is rest from the sorrows that greet us;  
Rest from all pretty vexations that meet us;  
Rest from sin's prompting that ever entreat us;  
Rest from the world's sirens that lure us to ill.

—GOETHE.

"Gladden life with its sunniest features, and gloss it over with its riches hues, and it becomes a poor painted thing if there be in it no toil, no hearty, hard work."

Labor conquers all things.—VIRGIL.

Labor is life.—CARLYLE.

"Finish thy work; the time is short,  
The sun is in the west.  
The night is coming down; till then  
Think not of rest."

"In the long run it is work alone that sets human lives to music, and reduces to harmony the strife of existence."

"A weary wretched life is theirs  
Who have no work to do."

He who defers his work from day to day,  
Does on a river's bank, expecting stay,  
Till the whole stream that stopped him shall be gone  
Which runs, and as it runs, forever shall run on.

—CONLEY.

Work—and pure slumbers shall wait on the pillow  
Work—thou shall ride over Care's coming billow;  
Lie not down wearied 'neath Woe's weeping willow  
Work with a stout hearth and resolute will."

—FRANCES S. OSGOOD.

"Man hath his daily work of body or mind appointed."

—MILTON.

So far is labor from being a curse—so far is it from being a disgrace—it is the very principle which like the winds of the air or the agitation of the sea keeps the world in health.—WILLIAM HOWITT.

### Geography Lesson.

Hear St. Paul's declaration to the Corinthian Church. "I had rather speak five words with my understanding, that I might teach others also, than ten thousand words in an unknown tongue." No more important educational apothegm was ever uttered, than "5 plain words are better than 10,000 pompous sounds." The understanding of the learner must keep step with the understanding of the author of the text-book, or of the personal teacher, as far as any real improvement is made.

Poets have sung the "Pleasures of Hope," and the "Pleasures of the Imagination;" but the pleasures of the understanding surpass them all in intensity and permanency.

It is often said that mathematical and scientific studies can be, to a limited extent, understood, but that descriptive geography, history, &c., depend on memory, and hence should be studied to recite memoriter. To a limited extent this is true, but the real pleasure and profit of such studies depends on the exercise of the learner's own powers of observation and reasoning.

Let us suggest a model, or at least a novel Geography Lesson. Let the pupils, young or older, have a map of the world before them; Mercator's is best, but any w



do. The teacher may ask some questions for them to answer, and probably some that he will have to answer himself. In what respects do the Eastern and Western Continents agree, and wherein do they differ? The intelligent pupil will notice that the Eastern, including Europe, Asia and Africa, is about double the area of the Western consisting of North and South America. That the Western is long and narrow, extending North and South, while the Eastern is very wide, extending East and West. The prevalence of large and long rivers and great lakes in the Western Continent will suggest a greater annual rainfall to supply them, and the vast riverless areas in the Eastern will be attributed to a deficiency of rain and snow. By suggestive hints pupils may observe that the highest mountains of the Western Continent are south of the equator, and of the Eastern, north of it, and also, that the Western has several active volcanoes, but that the Eastern has none except Vesuvius in Italy, and perhaps one in Kamschatka. The inland Caspian, Aral and Dead Seas, also lakes Balkash and Tchad, receiving the drainage of vast basins, show a different configuration of land from the single inland basin of Utah with its salt lake. As every body knows that water runs down hill, the directions and lengths of the principal rivers enable him to know the directions and extent of the great continental slopes, which so much influence the agricultural capacities of a country, and by running his pencil along between the sources of streams he can indicate the water shed or ridge of the continents.

That the loftiest mountains of the Eastern Continent are in its eastern part, but that the loftiest peaks of the Western Continent are near the western border, and the effect of such arrangement on the distribution of rainfall and consequent fertility and productions of the respective continents may be understood from the examination of a good map and a little meteorological information from the teacher. If the teacher will supplement these and other deductions from the map with the oral information his general reading and intelligence are supposed to enable him to do, illustrative of continental distinctiveness, he will find that one fact will aid in the retention of another.

A good way to present such facts is in parallel column on the blackboard, thus:

#### WESTERN CONTINENT.

11,000,000 square miles arable land.  
Fertile plains.  
Cactus abundant.  
No heaths or spurge.  
Black, grizzly and cinnamon bears.  
Puma and lama.  
Opossums.  
Monkeys with prehensile tails, wide, flat nose, thumbs for grasping, and with thirty-six teeth.  
Land of insects and reptiles.  
Chief vegetable growth.  
Native region of maize and tobacco.  
Humming-birds and turkeys native.  
According to Guyot, men of action.

#### EASTERN CONTINENT.

11,000,000 square miles arable land.  
Deserts and plateaus.  
No cactus.  
Heaths and spurge.  
Brown bears.  
Lion and camel.  
No opossums.  
Monkeys with tails never prehensile, nostrils narrow, thumbs opposable, and thirty-two teeth.  
Land of large fierce animals.  
Chief animal development.  
Of wheat, cotton, coffee, tea.  
Common fowls and pea-fowls, native.  
Men of thought.

A lesson once a week like the above will be found to be as much an improvement on the daily memoriter recitation as the "variations" to some old worn out tunes.

Another method of stimulating observation and ready recollection of facts learned is found in Horace Mann's Geography Game. It is not a game of chance, but it affords scope for considerable skill, and none can invest in it without some geographical capital. Take for instance, capes on the atlas are studied. Call on the boy first named on the roll to go to the blackboard and write the name and location of any cape he pleases, and immediately on the next to go and from memory

write name and location of a cape beginning with the final letter of the last cape.

The skill consists in giving a name ending with a rare letter among initial letters of names.

As no cape is to be written twice, and every one must be pointed out by the writer if requested, and only one minute allowed for writing, it will be manifest that the game will require pretty close attention and rapid thinking, as all the capes of the world known to the writer may have to pass rapidly through his mind to suggest the one with the right letter. Fortunately the deep interest soon excited in this game stimulates the application necessary to play it successfully, and the effect on those who engage in it, and those who witness it, is necessarily beneficial. A knowledge of capes, the salient points of lands, is especially important.

After capes have been exhausted rivers, mountains, lakes, bays and gulfs, &c., may be substituted but the wide field is in towns. It is important that the name and location be written together. In a similar way the names of battles or historical persons or places may be made into an attractive and profitable game. What more pleasant for social games?—*Ed. Journal of Virginia.*

### Language Lessons.

Present the elements of *Letter Writing*. Teach the correct form of the Date, Address, Introduction, Close, Superscription, the Punctuation, and the correct use of the Capitals that occur in them.

Require pupils to write letters of different kinds; as Business Letters, Notes of Invitation, Notes of Acceptance, Excuses for Absence from School, Receipts for Money, Due Bills, Notes, etc.

Have them write a letter to a teacher, to a friend, to their father, to their mother, to a school-mate, etc. They will be interested in writing a letter to a dog, or a horse, or a bird, etc., imagining that the animals can understand them. Give them forms of letters as models for them to imitate.

Teach them a few of the simple figures of rhetoric, as the *Simile*, the *Metaphor*, *Personification*, etc.; and require them to point out in sentences and to form sentences containing such figures. Have them turn metaphors into similes, and similes into metaphors, etc.

Have them write little newspaper paragraphs, as an account of a fire, of a party, of a runaway, of a railway accident, etc. Bring a newspaper into school and read such items of news as will interest them, and have them write little items in imitation of those in the paper.

During all this time, have them committing and reciting choice selections of prose and poetry. Do not allow them to repeat these mechanically without understanding their meaning, but ask questions to lead to a clear idea of what is expressed. This will cultivate a literary taste, which lies at the basis of all artistic excellence in the use of language.

Give them suitable subjects and require them to write little compositions. Let the subjects be simple, and of personal interest to them. Indicate the method of treatment. Ask questions to lead them to what should be written. Encourage the timid and diffident. Suggest how to state facts, to say bright little things, to express ideas and sentiments, etc. Lead them to write naturally, expressing what they think and feel. Correct kindly and gently, and strive to make them love to write compositions.—EDWARD BROOKS.

### Lessons in English Literature.

#### AGE OF MILTON—1625—1660.

John Milton, the greatest of English poets since Shakespeare, was born in 1608, and died in 1674. Having spent seven years at the university and five years in studious retirement at home, he set out, at the age of thirty, on a continental tour; but returned on the breaking out of the civil war, and soon after entered the service of Cromwell as Latin secretary, and contributed powerfully by his pen to the success of the Puritan cause. On the restoration of the monarchy he was forced into retirement, and devoted himself, in poverty, blindness, and political disgrace, to the composition of his great poem.

Milton's principal poetical works are—"Paradise Lost," "Paradise Regained," "Samson Agonistes" (a drama), "Comus" (a masque), "L'Allegro," "Il Penseroso," "Hymn to the Nativity."

John Bunyan, born 1658, at first a poor profane tinker, wrote, after his conversion, and while confined in Bed-

ford jail, the greatest allegory in the world, "Pilgrim's Progress." It has been translated into every language, and has probably done more good than any other book except the Bible.

Other authors of this age are Edmund Waller, Abraham Cowley, George Wither, Robert Herrick, Sir John Suckling, Edward Hyde, Thomas Hobbes, Sir Thomas Browne, Izaak Walton, Thomas Fuller, Jeremy Taylor, D. D., Dr. Isaac Barrow, Dr. Richard Baxter.

#### AGE OF THE RESTORATION.—1660—1700.

John Dryden, the greatest poet of the Restoration, was born in 1631, and died in 1700.

He wrote dramas, poems, and essays. The best of his dramas is "The Indian Emperor." His principal poems are "Alexander's Feast," "Absalom and Achitophel," (a political satire), "The Hind and Panther," a poem in defence of the Catholic Church; and a "Translation of Virgil's Æneid."

Other authors of this age are: Samuel Butler, John Locke, Sir Isaac Newton, Hon. Robert Boyle, Sir Wm. Temple, John Evelyn, Samuel Pepys.

#### AGE OF QUEEN ANNE.—1700—1750.

Alexander Pope, the worthy successor of Dryden to the throne of poetry, was born in 1688, and died in 1744. He was sickly, puny, and deformed in body, and therefore did not attend college; but he had a mind of wonderful clearness and vigor, was a great reader and a diligent student, and thus made himself master of several languages and acquired a vast store of information. He was a great admirer and to some extent an imitator of Dryden, but while he surpassed the latter in smoothness of versification and brilliancy of wit, he fell below him in grasp and vigor of thought.

His principal works are the "Essay on Criticism," "Essay on Man," "Rape of the Lock" (the finest mock-heroic poem in the language), "The Dunciad" (a satire), and a "Translation of Homer."

Joseph Addison was born in 1672, received a thorough education at Oxford, and then travelled on the Continent. A poem on the battle of Blenheim procured for him an appointment under the Government, and he rose from one position to another until he became Secretary of State, from which position he retired with a pension of fifteen hundred pounds a year, and died soon after, in 1719, at the age of forty-seven—full of honors, though in the meridian of life.

Addison is distinguished both in poetry and prose. His principal poetical works are his "Tragedy of Cato," and several beautiful hymns. Among the latter is the well-known hymn beginning,—

"When all thy mercies, O my God,"

and his exquisite version of the sixteenth Psalm, beginning,—

"The spacious firmament on high."

His principal prose works are his delightful papers contributed to the *Tatler*, the *Spectator*, and the *Guardian*. These papers have been commended as models of correct taste, and have exercised a powerful and salutary influence on the manners, morals, and literature of the English people. Addison's contributions are signed by one of the letters of the word CLIO.

Other authors of the age are: Dr. Edward Young, James Thomas, Wm. Collins, Matthew Prior, John Gay, Sir Richard Steele, Jonathan Swift, Daniel Defoe.

**THE DOG.**—The following tale is a true one. A gentleman, owning a kitchen garden, remarked that a basket which held a quantity of fresh carrots got quickly emptied. He asked the gardener, who said that he could not understand it, but would watch for the thief. A quarter of an hour had not elapsed, when a dog was seen to go to the basket, take out a carrot, and carry it to the stable. Dogs do not eat raw carrots, so further inquiry was necessary. The observers now found that the dog had business with a horse, his night companion; with wagging tail he offered the latter the fruit of his larceny, and the horse, naturally, made no difficulty about accepting it. The gardener seized a stick, and was about to avenge this act of too-complacent good fellowship, but his master stopped him, in order to watch further. The scene was repeated until the carrots were all gone. The dog had long made a favorite of this horse. There were two horses in the stable, but the other received no notice, much less carrots!

"What is the characteristic feature of relief of each Continent?" was asked at an examination.

One applicant replied, "The characteristic feature of relief of the Western Continent is by an appeal to the President; of the Eastern Continent, by an appeal to the Queen."



## EDUCATIONAL NOTES.

## NEW YORK CITY.

G. S. 65.—This school at West Farms was broken into by Stephen Maybury, on Friday night, and a telescope, dictionary, microscope, books and other property, valued at \$70 stolen. He was arrested on Sunday, and committed at the Fordham Police Court in default of \$1,000 bail. The property belonged to Principal Buckhout.

THE EVENING SCHOOLS. The schools are now divided into junior, senior and mixed. The registry to this time has been 10,089.

Male senior schools.	2,645
Female. " "	507
Male junior.	4,576
Female. " "	1,927
Mixed. " "	241
Colored senior and junior. " "	103

G. S. 68.—On Friday morning this school was visited by a committee of the Irving Club, which is composed of prominent citizens of Harlem. Their intention was to reward three pupils of the school for bravery at the Seawanhaka disaster last summer. When the accident happened Frederick H. Wightman, aged 16, Hubert H. Dean and Edward L. Lamb, each aged 15, were out rowing. They saw the smoke from the burning vessel and went toward her, reaching the boat just after she was beached on the sunken meadows. They carried 14 persons, including Capt. Smith, from the marsh to dry land. So that the Irving Club determined make public recognition of their bravery, and had three gold medals struck off for presentation to them. Mr. George W. Debevoise, President of the Irving Club, made the presentation of the medals, which the boys received with evident pride and pleasure. Mr. Charles W. Dayton also made a few remarks, complimenting the boys. One side of the medals is engraved a boat in water, manned by three persons, and around it is the inscription: "Presented by the Irving Club of New York." On the other side are the words: "For bravery displayed at the burning of the Seawanhaka, June 28, 1880." The boys are all bright lads. Wightman and Dean have already entered the College of the City of New York. Among the visitors were Superintendent Jasper, Com. Place, Messrs. McElrath and W. H. Blackwell. The school is very flourishing, about 650 pupils are in attendance.

## ELSEWHERE.

CARLETON College, at Northfield, Minn., has just received a gift of \$10,000 from Mrs. Valeria G. Stone, of Malden, Mass., which will be added to the endowment fund. The faculty at this institution consists of twelve professors and there are over two hundred students in regular attendance.

CHINA.—The Tungwen College, China, has issued its first calendar. The faculty numbers 20 professors and tutors, 12 being Chinese. The total number of students is 102 being divided into four departments—the English, French, Russian, and German—and into classes of mathematics, astronomy, mathematical physics, international law, chemistry, and physiology, the entire course of study requiring eight years to complete. The students are in receipt of a government stipend. During the first year a student is furnished with board and lodging only; but at the end of this time he is given an allowance of three taels per month. If he continues to do well, this sum is doubled in a year or two, and a respectable proficiency ultimately entitles him to receive the sum of ten taels, equal to fourteen dollars per month. On leaving college, those sent to pursue their studies in foreign countries are allowed the sum of one hundred taels per month, which is raised to one hundred and fifty if they are placed on the footing of student-interpreters. The next step is to the position of third-class interpreter, with a monthly salary of two hundred taels, from which a student may advance to a first-class interpretership, or to higher positions in the home or foreign service of the country. Thirty-five graduate students have been assigned to posts of official duty, at home and abroad. The institution is under the presidency of W. A. P. Martin, D.D., LL.D., and is under the inspection of a Board of Regents, consisting of H. L. H. Prince Kung and the ministers of foreign affairs. Once in three years a *ku-kao*, or great examination, is held; after which the successful competitors are rewarded by marks of official distinction, conspicuous merit entitling the possessors to various degrees or governmental rank. Sundays are recognized as holidays for the foreign professors only. The studies of the first four years are those taught in our primary schools, and those of the latter four correspond pretty closely to the ordinary course at any American college.

## LETTERS.

To the Editor of the New York School Journal.

Your valuable paper, the *INSTITUTE*, becomes more and more interesting and indispensable to the "new profession." Some parts of it will not only bear reading but careful study. It contains the principles that govern mental action, and very often shows me the principles I have noted in my mode of instruction, and thus gives the cause of failure. The *INSTITUTE* is well edited, practical and professional; therefore, as a teacher, I can not afford to be without it.

E. H. S.

To the Editor of the New York School Journal:

SIR—The following, so far as reported to this committee, are the results of the act of Feb. 12, 1880, known as the School Woman-Suffrage act. Returns are still coming in by mail. I also send the resolutions passed at the New York jubilee meeting, which we would be glad to see in the *JOURNAL*.

JAS. K. HAMILTON WILCOX,

Sec'y Woman-Suffrage State Com., 206 B'way, N. Y.

The first figure gives the number of votes cast, the second the number of officers elected—Albany 31, Syracuse 13, Middletown 114, 5; Stamford 37, Gifford Station 6, Binghamton 147, Penn Yan 59, Lockport 33, Mount Vernon 62, Flushing 52, Port Jervis 50, Saratoga 70, 3; Shelter Island 10, Mount Morris 120, Glenn's Falls 30, Perry 20, 2; Spring Valley 24, 2; Morisey 8, Fayetteville 102, 3; Manlius —, Hartsville —, Skaneateles —, E. Poughkeepsie 6, Southfield 1, Northfield 2, Castleton Corners 8, W. New Brighton 11, New Brighton 2, Carpenter's Point 15, 1; Sparrowbush —, Yonkers 40, Sing Sing 5, Peekskill 5, Kromersville —, 1; W. Mt. Vernon 30, Clifton —, Belmont 5, E. Chatham 5, 1; Naples 1, 1; Port Richmond 6, Coffin's Summit 6, Lawton Station 15, Lockport 2, 1; Baldwinsville 33; Southold 8, 1; Middleport 16; Wellsville 60, 2; Nunda 40, 2; Johnsonville —, 3; New Lots first 107, second 5, third 4; Unionville tenth —, 1; Patchogue 10, Easton 15, — 2; Lowville 7, Poland 2; Haverstraw 26, Honeoye 17, Jamestown 25, Valley Falls —, 3; Stamfordville —; Clinton —, Washington 6, N. Granville 2, Bolton — 1.

Women are known to have voted in many other places, but details are not sent in.

At a special meeting of the New York City Woman-Suffrage Society held Oct. 13, 1880, after the reading of election returns from many school meetings, resolutions were unanimously passed, calling on the next Legislature to pass a more complete bill defining the right of women to vote, and condemning the terrorism and bulldozing exhibited at the elections. That the Superintendent of Public Instruction, by his statements concerning the effect of the school law, defeated the execution of the law, and that the State committee are requested to consider the expediency of bringing his action before the Legislature.

BREAD.—Leavened bread is by no means a very ancient article of food, although history does not give us any account of the discovery of the art of making fermented bread. It seems from history, however, that we received the art from the Romans; and, according to *All The Year Round*, "the Romans had their bread as well as their gods, their science, and their poetry, from Greece. It was not bread that built up and sustained the noblest Romans of them all. The idea of bread was not among the things possessed by Rome, until the war with Perseus, king of Macedon. Romulus and Remus, and the kings that followed them—Coriolanus, Cincinnatus, Regulus—never ate bread. Rome was more than five centuries old before its people learnt of the Greeks how loaves were made, and escaped from the reproach of being a "pulse-eating nation." The noblest Romans thrived on pulse and bannocks, until they received from the Greeks the art of making leavened loaves. The knowledge passed from Rome into her provinces of Southern Europe. But it did not pass northward so easily. Rye cakes, baked twice a year, served, until very lately, as the chief representative of bread in Sweden. Barley bannocks and oat-cakes alone remained the staff of life in Scottish villages. Gothenburg, the first harbor and the second town of Sweden, contained, seventy years ago, 12,000 inhabitants. When a captain ordered of a baker of the town twenty shillings' worth of bread, the astonished man asked for security that the loaves would be all paid for before he would consent to execute the order, as, if left upon his hands, it would be impossible to find sale for them."

## EDUCATIONAL MISCELLANY.

## An Energetic Teacher.

The N. Y. *Times* tells this story of a school teacher: A woman can do as notable work as a man if she tries. No dead teacher that. In Ulster County, New York, some fourteen years ago, a young woman inherited a large estate, consisting principally of farming property, but which unfortunately was heavily encumbered with debt. It was the old homestead, and she could not bear the idea of seeing it pass into the hands of strangers, and made up her mind that it should not, if she could prevent it. Although then only twenty-four years old, and with no more practical knowledge of life than an ordinary country lass, she assumed sole charge of the estate, determined to clear it of debt. Having an old mother sixty-two years of age, a half sister, also helpless from old age, the two orphan children of a deceased brother, and a brother in the last stages of consumption to provide for, her task was doubly hard. A little experience taught her that it was impossible to support her large family and keep up the interest arising from the heavy indebtedness of the estate from the resources of the farm. She decided upon school teaching. She began to teach in her own neighbourhood at \$8 per month, but her salary in a short time was raised to \$40 per month. She has continued school teaching ever since, directing the work of her farm, and during the summer vacations going into the harvest field with the farm hands to pitch on hay, rake, bind, etc. She has earned from teaching school over \$3,500, paid off the debt of the old homestead, and greatly improved the property. She has been an extensive stock raiser. Her wheat crop averaged this year forty-two bushels to the acre, the largest yield in the county. A short time ago she learned that a brother-in-law living in Pennsylvania was in destitute circumstances. She went to him and found him helpless from an incurable disease, with a family depending upon him.

"Ben," she said, "what can I do for you?"

"Nothing, Libbie," was the reply. "You have your hands full already. We will have to go to the county house, I suppose."

"Never, Ben, as long as I live. Come and enjoy the comforts of the old homestead with me. I will keep you and your family as long as you live."

She says she has enough to do now without having to support a husband too, which she might have to do if she were to marry.

Now, this damsel we commend not to—and to (old bachelors all who would like a wife to support them,) but to her sister teachers, who can only do a little crochet-work. We guarantee Miss — to be a live teacher, a reader of educational journals and educational books. Arouse you that grunt over small troubles, and look at one that has conquered great ones.

## A Practical Theory of Success.

Success is the accomplishment of an end. It is the gauge by which every man measures his fellow, whether he himself has or has not attained it. He who attains it is ever the source of admiration, perhaps of envy. This may be a design, the perfection of an idea, the acquirement of property or position, the invention or the adaptation of a new principle: but be it whatever it may, it is still a point aimed at, a target to which the hopes of life are turned. No man who desires to hit a target aims to the right, or the left, or beneath it. His first thought is to know if the instrument he uses has the power to carry to the target, next the current of influence which may diverge his shot from the proper point. Then he endeavors with all his power of muscle and will to hold his aim direct to the centre he would strike. If he hits it he has accomplished the end in view—has a perfect success. And as the hit diverges from the centre, so fails his success of perfection. The effort, if properly directed, can not fail at least of an approximation to the perfect end designed.

As the marksman holds his rifle with all the strength of mind and body steadily and fixedly to the one point, so he who would be the admiration of his fellows, a successful man, must make a practical adaptation of the marksman's rules to the business of life. Success is simply the result of fixedness of purpose and persistent effort; the unswerving retention of an idea, the practical pursuit of a calling, the entire devotion of the energies to the development of one character of business, trade, or manu-



facture. "Whatsoever thou doest, that do with all thy might."

Whatever any man would accomplish and do well, he must thoroughly learn. He must make himself master of what he would undertake, and never while following it lose sight of the study of its details and its general bearings. Nine-tenths of the failures which occur have their cause in the persons failing having engaged in operations outside of their legitimate business—in no way connected with or analogous to it. Put too many irons in the fire, and one is sure to burn—none to be properly heated; put only one in it, and watch it, and you are sure to have it heated thoroughly for use; concentration of force is a principle of nature in every department.

An aggregation of metallic matter produces our rich veins of ore—diffused through space they would be useless. The concentration of energy, the constant study, the turning of every idea to bear on the era to be accomplished is the sure guarantee of success.

Success, then, in whatever branch of business or social life it be desired, is simply the result of persistent effort, making every means turn to the end aimed at, and never acknowledging defeat; but if defeat come, willingly or unwillingly, immediately rallying for another contest, and ever aiming at the highest point of possible attainment. Combine with these abstemiousness of habit, utter regardlessness of sneers or contempt, respectful, perhaps humble demeanor to apparent superiors, retaining self-respect and innate consciousness of power, never seeming to know but ever knowing, polite in manner, but firm in a position taken; and if there is another rule we would place above all these, it is study the faculty of holding your tongue. "Be sure where, when, and to whom you speak."—*Homeopathic Expositor*.

### Education for the Negro.

The State of Maryland appropriates \$2,000 per annum for the support of a normal school for the training of colored teachers.

Virginia sets apart \$10,000 per annum out of the proceeds of the land scrip donated by Congress for the support of the school at Hampton.

Clafin University, now united with the Colored Agricultural College, and located at Orangeburg, receives from the State of South Carolina \$7,500 per annum.

Georgia pays out of her Treasury to Atlanta University \$8,000 a year, in discharge of the equitable claim of the colored people to participation in the land scrip fund.

The average expenditure of the State of Mississippi upon the higher institutions for the education of the negro is about \$10,000 per annum.

The new constitution of Louisiana, adopted in 1879, provides that the General Assembly shall establish in New Orleans a university for the education of persons of color, and make an annual appropriation for its support of not less than \$5,000, nor more than \$10,000 per annum.

Missouri appropriates \$5,000 per annum to the Lincoln Institute, a school for the training of colored teachers.

I have witnessed examinations in Atlanta University upon the higher branches of study which were creditable alike to both pupils and instructors; and I am in frequent receipt of letters from colored men and women which, in respect to orthography, punctuation, construction of sentences, and the other requirements of ordinary epistolary writing, would compare favorably with other writings of that class. I am satisfied that the colored race, through the agency of these higher institutions, is making decided progress.—Hon. J. G. Orr, Superintendent of Schools in Georgia.

An instance of lightning ascending vertically is reported to the French Academy of Sciences as having occurred last month at Paris. An observer relates that during a violent storm just at nightfall of the 19th ult., he saw flashes rising vertically, and apparently starting from the tips of lightning rods, though he is not sure that they started from them. The flashes went out in a kind of luminous ball, diminishing in the intensity of the light from the centre toward the circumference. One of the smallest of these had an oval shape of from eight to ten inches in width, terminating the column of fire. On two occasions two of these luminous columns, having risen at a distance apart about equal to the space between two lightning rods, suddenly darted toward each other at right angles to their vertical course and went out on uniting, making no flash and no noise.

### Man in the Tertian Age.

A good deal of speculation has been indulged in by geologists relative to the early inhabitants on the earth. Various indications have been found showing, that in Europe, a kind of people lived in caves and by the side of rivers, long before history was written.

Professor Dawkins, in his recent address at the meeting of the British Association, described the habits of the cave men. He claims that they dressed themselves in skins and wore gloves not unlike those worn at the present time. They wore necklaces and armlets, and probably pierced their ears for the reception of ear-rings for ornamentation. They used red raddle, and indeed, some of the practices of the present time might be looked upon distinctly as being survivals. The skins with which they clothed themselves were sewed together with bone needles, and from the sketches they had left behind on bones and pieces of skin and the like, it appeared that they were able to form a distinct idea of the creatures which they hunted, the representations thus left, probably being the trophies of the chase. They were fowlers and fishermen, and it was evident from the figures of animals which had been discovered that the hunters of these times had great facility in representing forms of animals on bone: but their attempts at representing the human form were rude. They had also left behind them evidence of the art of sculpture. They were ignorant of metals. They had no domestic animals. Apparently they were in the habit of burying their dead. We were not aware of what sort of physique they had, but there was reason to believe they were most closely related to the Esquimaux. He was of a higher type than those who lived on the drift of the rivers those were in real savages. But in his turn he was wholly inferior to the farmer, herdsman and merchant who followed him.

### The Iliad.

The "*Iliad*," is the greatest poem ever written; it relates a single episode in the siege of Ilium, (Troy,) after which city the poem has been called the "*Iliad*." The poem is divided into twenty-four books, and, strictly speaking, covers only a period of fifty-one days, near the end of the long siege. The war was commenced about 1164, B. C., by the Greek chiefs to rescue Helen, the wife of Menelaus, King of Sparta, who had eloped with Paris, the son of Priam, king of Troy. Helen was famous for her beauty, and had had many suitors, but married Menelaus. Her father had bound all these suitors with an oath to protect the man she should marry, and so when she was carried off by Paris, the chiefs were called together to avenge the wrong. Agamemnon, king of Mycenae, was chosen to lead the forces of Greeks. They sailed for Ilium, on the coast of Asia Minor, and for nearly ten years had carried on the siege of the city, without any decisive event or victory. Achilles was the great leader of the Greek, and Hector was the champion of the Trojans. At this time the anger of Achilles precipitated the events that are woven together into the marvelous fabric of the "*Iliad*." He became angry against Agamemnon, and withdrew from the Greeks and refused to aid them in the fight. Then the Trojans took advantage of the quarrel of the chiefs and attacked the Greeks with fierce vigor and success, and would have driven them away had not the anger of Achilles been subdued, and he once more entered the battle.

The book opens with the division of some captured booty among the chiefs. Chryseis, the daughter of a priest of Apollo, falls to the lot of Agamemnon, who refuses to restore her to her father. He invokes the vengeance of the god, and a plague is sent among the army. An assembly is called, and the augurs declare the real cause of the plague. Agamemnon, in anger, restores the captive maid, but takes Briseis, the prize of Achilles, in her place. Achilles, warned by the gods not to lay hands on Agamemnon, goes to his mother, the sea-nymph Thetis, and she obtains favor of Zeus, that the Trojans shall succeed until justice is done her son. But the gods are nearly all interested in the events on one side or the other, and a great counsel of the deities is called to meet on Olympus. Homer introduces all of the gods at a great banquet, gives their conversation, and shows us their daily life.

Agamemnon, in a dream, is promised possession of the city. But to test the spirit of the army he proposes that they shall return home. They joyously take him at his word and rush for the ships, and are only brought back by the courage and wisdom of Ulysses. Nestor advises better discipline, and a catalogue, a muster-roll of the

army is made, containing the names that afterward became famous and honored. Then follow many combats and finally the Trojans set fire to the ships of the Greeks. Achilles now permits the Myrmidons to go into the battle under his dearest friend Patroclus. At his death by Hector, the scene changes, and during the last eight books of the "*Iliad*" the grand figure of Achilles "towers aloft and overshadows every other." "The scale of the poem is now raised in order to glorify its great hero; and all the dimensions are everywhere colossal." He is furnished with new arms, he slays the Trojans by scores, he escapes out of the greatest perils.

The grandest event of the poem is the battle between Hector, the Trojan chief, and Achilles. Hector becomes a hero worthy of the cause and the hour. His prayer was, when he finds no God to protect him, "Let me not then die inert and inglorious, but do a noble deed, which shall resound through all posterity." xxi, 304. Hector falls, and the fierce Achilles, more angry now for the death of his friend Patroclus than the loss of his captive Briseis, drags the dead body of Hector over the plain, while sad cries go up to heaven from the walls of Troy over the fate of their great champion.

The poem closes with a grand series of events that secure a reconciliation between the great chiefs, and the return of the dead body of Hector to his father Priam. A truce of eleven days is granted for the funeral obsequies, and on these the curtain falls.

### Co-Education at Michigan University.

It is nine years since the first woman was formally admitted to this university. It is proper to say that usages in the West had fairly prepared the way for the admission of women to this institution. The idea of co-education was familiar to the public. Public opinion expressed itself, both in the legislature and otherwise, so strongly in favor of the admission of women to the university that it was deemed wise to defer to it.

I think the opposition to receiving women was due to the fear (1) that some young men might be turned away from here; (2) that the health of the women would suffer from the attempt to pursue a thorough course of study here; (3) that the women would not be able to master the severer studies; and (4) that embarrassments might arise from the lack of thoughtfulness and discretion on the part of some of the young men and the young women, left largely to themselves and away from home.

We have now had nine years' experience in co-education. We have had women studying in every department—the Literary or Collegiate, the Medical Schools (the Old School and the Homeopathic), the Law School, the Pharmacy School, and the Dental College. The number has risen from 34 in 1871 to 132 in 1879. We now have 129. We have never made a single new law or regulation in consequence of their coming. They have received their instruction in the class-room with the men, except in the Medical Schools. They have been held to exactly the same duties as the men. We have no dormitories for any students.

What, now, can we say of the fears which were entertained at the outset? First, I think it possible that some young man who had thought of coming here were at first turned from us to some other college; but I cannot say that I know of any such case. Second, I think the solicitude concerning the health of the women has not proved well-founded. On the contrary, I am convinced that a young woman, coming here in fair health, devoting herself to her appointed work, not going too much into society, but living with reasonable prudence and care of herself, is quite as likely to be in good health at the time of her graduation as she would have been if she had remained at home. The regularity of the life, and the deep interest which it awakens and maintains are manifestly conducive to mental and bodily health.

Third, there is no branch of study pursued in any of our schools in which some women have not done superior work. It was soon found that in those studies which are thought to make the most strenuous demand on the intellect some of the women took equal rank with the best men. They have desired and have received no favors. After graduation, a fair proportion have secured positions of eminent usefulness, especially as teachers and as physicians. Some of them have been engaged in teaching the Greek and the Latin in our preparatory schools. Five of our graduates have been called to the Faculty of Wellesley College. As missionary physicians in Asia some of our women graduates have been conspicuously useful.



Fourth, the relations of the sexes to each other here are those of well-bred men and well-bred women, and are not, in fact, in the least degree embarrassing to us.—PRES. J. B. ANGELL.

**GREECE.**—Greece is to Europe very much what Rhode Island or Delaware is to the Republic, and naturally makes up in self-importance for her want of territory and resources. The country gained her independence, aided by the friendly countenance of other states, more than half a century ago. Capod'Istria, the first King was assassinated.—The year following, Otho, second son of the King of Bavaria, was chosen King by Britain, France, and Russia, the three powers that had assisted her in her struggle against the Turks. His reign was far from peaceful. He had many difficulties to contend with. Having been banished in 1862, the crown was offered to the Duke of Edinburgh; but as there were obstacles in the way of his election, Georgias I., the present sovereign, was put upon the throne, and has had 17 years of perturbed royalty. He has often, it is said, been on the point of returning, for the sake of his own mental peace, to the court of his father, Christian IX., of Denmark. Greece is a peculiar country, having so many conflicting elements and so unbalanced a people that it is impossible to forecast its future. As a rule, those least acquainted with it have the best opinion of it. Edmond About's book is a pretty accurate picture of the eccentric and hardly civilized region. It labors under the disadvantage of having a grand and glorious past. It excites very romantic ideas at a distance, and dispels them rudely when it is at hand. The inhabitants belong to the ancient Greek race in the west of the continental portion and east of Parnassus. The Morea contains the same race much more mixed. The islands are occupied by a cross of Greeks with Albanians. The Kingdom is divided into 13 nomes and subdivided into 59 eparchies, with a population of about 1,700,000. The Greek Church, to which nine-tenths of the inhabitants belong, is the established religion; but all creeds are tolerated. They have a liberal constitution, and their executive is divided into seven departments—the Interior, Finance, War, Public Worship, Justice, Marine, and Foreign Affairs. The principal educational establishments are the University of Athens, 1,300 students; five gymnasia—at Athens, Syra, Nauplia, Patras, and Hydra—with normal, polytechnic, military, and naval schools. Despite an effective system of public instruction, ignorance is marked and common outside of the thickly-settled district.

**TURKEY.**—On July 1, The International Conference to define the new boundary of Greece, met at Berlin and signed the final protocol and agreed upon the terms of a note to be addressed to the Porte. The new frontier of Greece commences on the east at the mouth of the Mauro-longos and passes thence over the highest peaks of the Olympus and Pindus ranges, and strikes the river Kalamas, and follows it to its mouth. Thus 390 square miles and 400,000 inhabitants are added to Greece. Dulcigno, was demanded by the Montenegrins for a seaport in accordance with the treaty. The Porte refused at first, but when the great powers ordered a fleet to assemble and the proposition was made to seize Smyrna, hold the customs as damages, it yielded Montenegro to be an independent state. The little territory to be annexed to Montenegro was to come from Albania. This roused up the Albanians, and so an army of Albanians and Montenegrins faced each other.

**DENTISTRY.**—There are twelve thousand or more dentists in the country, who are annually packing into cavities of the teeth about half a ton of pure gold, costing about half a million dollars. It is estimated that there is at present in the United States about one hundred and fifty millions of dollars in gold coin. At the rate at which gold is being consumed in filling teeth, it will require only three hundred years to bury the present amount of gold in this country in the grave-yards. Besides this, there probably is in weight four times as much of cheaper materials, such as silver, platinum, etc., used for filling teeth, the value of which may safely be estimated at not less than one hundred thousand dollars a year. There are also annually made about three million artificial or porcelain teeth, mounted on various kinds of plates, gold, platinum, rubber, etc., which help to keep the busy fingers of the dental profession at work, and add enormously to the yearly expenditure.

**OPENING OIL WELLS WITH NITRO-GLYCERINE.**—A few years ago nitro-glycerine was only used in the oil wells in the very small quantities of one or two quarts at a time. Within a short period it has become a very important agent in bringing petroleum to the surface. A cartridge case or shell of tin, fifteen feet long, is lowered into the casing of the well by means of a wire rope, and then filled with water. About one hundred pounds of glycerine was then poured into the shell, and, being heavier than water, forced the latter to flow out. When all the glycerine had been poured in, the shell was lowered 1,800 feet into the well, and there rested on what is called an "anchor," twenty-five feet from the bottom. It was now ready to be set off. There was about seven hundred feet of oil above the shell. Through the centre of the shell ran a small tin tube, inside of which was a small iron rod in four pieces. On the end of each piece was placed a common percussion cap. At the top of this rod was a tin plate so arranged that anything dropped down through the casing would strike it, and the force of the falling article would set off the caps, which would in turn explode the nitro-glycerine. The charge was exploded by dropping a small piece of iron tubing into the well. At the moment of discharge "the earth trembled violently, then came a dull sound, and a second later there rose into the bright moonlight, one hundred feet high, a solid stream of oil, which fell on everything near, and continued to fall for three minutes. This stream of oil was one foot in diameter when it began to flow, but it soon settled down to a stream of about one and a-half inches, which is a natural flow."

**INCREASE OF PRICES.**—A very curious table of prices of food, clothing, and cost of labor has been compiled taking the two periods in England between 1261 and 1400, and in the decade of 1856 and 1865. With but two exceptions, that of sugar and pepper, an increase of cost is noticeable. An ox in the first period being worth 13s. 3d., would have fetched in 1865 191s. 4d., an increase of 14.49 times. In sheep the modern augmentation is much greater, being 22.54 times. The largest increase is in the cost of pigeons. In the fifteenth century the price appears to have been 3½d. a dozen, and in our nineteenth century 10s., a rise of 33.10 times. Milk was worth before the Restoration something like ½d. the gallon; salt, 6½d. per bushel; herrings, 11s. 2½d. the 1,200 pounds; wine, 6d. a gallon; butter 4½d. the 7 pounds; cheese, ½d. less than butter, and eggs, 4½d. per 100. The increase in the price of the metals, comparing the same periods, is notable. Iron is to-day worth in England about 1.81 times more than in the fifteenth century; tin, 1.63 times, and copper, 4.01 times. For labor, a carpenter's wages in the earlier time was 2s. 3½d. per week, a mason's 2s. 2d., and farm-work was paid from 6d. to 7d. a week.

**THE ENGLISH CHANNEL TUNNEL.**—The works which are going on at Abbot Cliff Tunnel, between Folkestone and Dover, on the Southeastern railway, in connection with the sinking of a shaft for testing the geological formations of the locality, with a view to the formation of a tunnel between England and France, were inspected July 20, and pronounced satisfactory by M. Leon Say and the French engineers, including M. Duval, M. Oretou and the Count de Montebello. A shaft ninety feet deep has been sunk from the level of the engine house at high water, and a heading has been driven to the level of high water mark for the purpose of depositing the chalk. Powerful machinery has been fixed for the purpose of driving an atmospheric drill, with which it is intended to drive a heading as far as Dover, a distance of three miles, under the line of railway, the heading at Dover to be three hundred feet deep. The experiments are being carried out under the direction of Colonel Beaumont and Captain English. The Southeastern railway company have made a grant of \$30,000 for the purpose.

The microscope shows a variation in the human hair from the 1-250th to the 1-600 part of an inch; but, notwithstanding such fineness, it is a massive cable in comparison with some other fibres. Thus the thread of the silk worm is many times finer, being from the 1-1,700th to the 1-2,000th of an inch. This, however, is nothing to the slenderness of the spider's thread, which has been found in some instances to be no more than 1-30,000th of an inch in diameter. The fibers yielded by the vegetable kingdom are also of astonishing minuteness. Thus every fiber of flax is found to be composed of a bundle of other fibrils which are about 1-2,500th of an inch in diameter. Similar fibers obtained from the pineapple plant have been ascertained to be no more than 1-5,000th, or ever 1-7,000th of an inch in diameter.

## CITY NOTES.

**VALE'S LECTURES.**—Mr. J. S. Vale has begun a series of lectures, concerts readings, etc., at Masonic Temple, 23d street and Sixth avenue. The programs are new each evening, and among the artists who will assist are Eli Perkins, George Vandenhoff, A. P. Burbank, Olive Logan, Frank Beard, Robert Collyer, R. J. DeCordova, William Mason, and others of known talent.

**CONCERT OF SYMPHONY SOCIETY.**—Thursday afternoon, Nov. 4, at two o'clock, the concert season of the New York Symphony Society opens at Steinway Hall with a public rehearsal. The works which will be performed are not announced, but will be of undoubted interest. This society has rapidly advanced in its short life. It achieved the greatest success last winter in New York, if not in America, in bringing out Berlioz's striking "Damnation de Faust." This will be repeated during the coming winter as the request has been so generally expressed.

**STUDIO.**—The second floor of No. 28 East 14th street, is being fitted up for the studios of Mrs. Dart and Mrs. Kellogg. The rooms will probably be the most attractive for art students to be found in the city. The front room is already filled with studies in oil, water and mineral colors. There is a set of fruit dishes just finished, and a screen, which has drawn a great deal of attention. All departments in art work will be filled by Mrs. Edward Dart and Mrs. Lavinia Steele Kellogg—flowers in oil, water and mineral paints, landscapes, portraits, etc.

**HARLEM MENDELSSOHN UNION.**—For amateur singers residing in the upper part of New York, this society affords a pleasant opportunity for indulging their taste in music. The training which the voice receives, and the cultivation of eye and ear in reading and hearing the works every year presented by the society, are advantages enjoyed by every member. This fall opens the tenth season, and rehearsals are held every Monday evening at 126th Street and Fifth avenue. Dr. Leopold Damrosch of the Oratorio, Symphony, and Arion societies, also conducts the Mendelssohn Union of Harlem.

**THE CHILDREN'S AID SOCIETY.**—At the last monthly meeting reports showed 364 persons had been provided with homes and employment; 148 boys and girls were sent to Kansas and Iowa; the daily attendance at the 20 industrial schools was 3,399; at the five boys' and one girls' lodging-houses, 14,169 lodgings and 20,271 meals had been furnished, the average nightly attendance of lodgers was 474. At the Summer Home the total number of children who enjoyed this charity during the summer was 3,084. A summary of the work of the Sick Children's Mission during the hot season was presented. The total number of children treated was 2,364. Of these, 1,558 were under 5 years, and 469 under 10 years of age; 12 physicians were employed, 5,940 visits were made, 5,237 prescriptions were filled, 980 children were supplied with nourishing food, 2,140 were restored to health, 350 were improved, and 114 died.

A communication from the Treasurer, Mr. George S. Coe was read, informing the board that one of the Trustees, Mr. D. Willis James, had made a gift of \$10,000 to the society to found a "sanitarium" or sick infants' summer retreat. Mr. Adros B. Stone was unanimously elected a Trustee in place of Alexander Van Rennselaer, deceased.

The west is full of evidence of a prehistoric race, and these are constantly being unearthed. In Arizona an ancient copper mine has been discovered. By whom it was worked it would be hard to determine. Possibly by the Aztecs; more likely by the Apaches. This is more reasonable, as the mine has not been worked for the metal in the ore, but for the paint. There are now on the dump rich and easily worked carbonates, while every spot where high-colored, soft material showed itself has been worked out. Several rock tools which have been found, with battered edges, and stains of ore on them, prove that implements of stone were used. They ran a tunnel into the ledge nine feet high and from six to eight feet wide. It is about twenty feet long. In places there are walls built and the waste matter thrown behind them.

**COSTLY EGGS.**—The eggs of the extinct great auk were recently sold by auction in Edinburgh, both being purchased by Lord Lilford, one at £100, the other at 102 guineas,—probably the largest sum ever paid for a single egg, with the exception of that of the moa, a single specimen of which was sold at the same place in 1865 for £200.



## FOR THE HOME.

## What We Can Do.

An old man was found one day busily employed in planting an apple tree. Some one passing by said, "Why do you plant trees, you who cannot hope to eat the fruit of them?" The old man raised himself up, and leaning on his spade, replied, "Some one planted trees before I was born, and I have eaten the fruit; I now plant for others in gratitude." It is a very narrow, selfish feeling that confines our views within the circle of our own private interests. It is said that an old Dutchman prayed, "The Lord bless me and my wife; my son John and his wife; us four and no more. Amen." The selfish man wraps himself in his cloak, and cares not for the sufferings of others, so that he keeps warm himself. This old man, however, remembered how much he was indebted to those who had lived before him, and resolved to pay his debts. If we would look around us, we should find ourselves indebted to others, on every side, for the comforts which we now enjoy. We ought, then, to strive in some measure to repay these obligations, by doing something to promote the happiness and well-being of others. The missionaries preached the gospel to our Saxon ancestors. Our fathers braved the ocean and the wilderness to establish civil liberty. So in whatever direction we look, we shall find some blessing for which we are indebted to the generosity, public spirit, or benevolence of others. Dr. Franklin, having done a favor to some one, and being pressed with thanks, requested the person whom he had obliged to embrace the first opportunity of doing the same kindness to some other person. In other words, to pass it round.

## About Beetles.

The wings of the beetle are four in number: the under ones are slender, and fold and unfold with remarkable facility as the insect takes its flight or settles; while the upper wings are of hard texture, to form sheaths for the others, and are spread at right angles to the body when flying, but have no power of beating or vibrating. Naturalists recognize seven principal species or classes of beetles, some of which are extremely beautiful. One variety, found in the Philippine Islands, is so much admired that it has been domesticated, and pet beetles, kept in cages, are among the luxuries of the ladies of Manila. The Brazilian species are of an immense size, and may be seen resting under the leaves of the maize plantations, or flying round the tops of the tallest trees. These are surpassed by the Goliath, of tropical Africa, specimens of which are so rare that as much as \$200 has been paid for a single one. Among the Egyptians, beetles were sacred animals, for their habit of clearing away noxious substances, and many of the beetle gods are dug up and sold as curiosities.

The Sexton beetle is well-known throughout Europe, and is so called from its habit of burying the dead bodies of larger animals. The popular superstition is that this is done from feelings of reverence and compassion for the dead, and the Sexton is held in honor accordingly; but naturalists have easily discovered the fallacy of this idea. Should a dead mouse or mole be left in a field, these beetles collect in large numbers around it, and as their intention is to lay their eggs in it, and so provide suitable food for the larvae, they proceed to bury it, that it may not dry up or be eaten by other animals. Hollowing the ground beneath, and throwing out the earth, the animal gradually sinks down and is covered by the surrounding soil. About twenty-four hours suffices to conceal a mouse. The eggs are speedily laid, and the larvae feed upon the putrid flesh until they are full grown, when they descend into the earth three or four feet and undergo their metamorphoses.

Among the most common, as well as the most beautiful of beetles, is the pretty little Lady-bug, which is such a favorite with children, and is so constantly adored by them to

"Fly away home  
Your house is on fire,  
Your children are all gone."

These pretty insects are common in all quarters of the globe, and are very valuable in checking the swarms of insects which infest roses and other plants. Immense numbers of these lady-bugs have sometimes appeared in the south of England, and have been described as extending in dense masses for miles.

## Ants.

Sir John Lubbock has been making some experiments with these little animals and the results are quite curious. Some ants were trained to go for their food over a wooden bridge made in segments. Then, when an ant was in the act of crossing, the segment she was on was suddenly reversed, and the ant seemed discomfited; but when the ant was on the middle piece and one of the ends was transposed she had no difficulty, but when a circular disk was put on a bridge and revolved with the ant upon it, the ant turned around with the

disk, showing she had an idea of direction. Then a hat-box, with holes for entrance and exit pierced at opposite sides, was planted across the line to the food. When the ant had entered, the box was turned around and the ant likewise wheeled around, evidently retaining the sense of direction. Next the box was shifted to the opposite side of the food with out being turned around with the ant in it but she did not turn around, but continued in what ought to have been the direction of the food, and seemed surprised not to find it. A blue-bottle fly was pinned near a nest. An ant found it, and after it had tried to take it away, and could not, went home. Presently it started back with some friends, who went along hesitatingly, for a little distance, but returned to the nest. The first ant went for them again, and finally coaxed them to go with it to the prey; this shows she could talk.

## A Bird's Wing.

Did you ever look at a bird's wing carefully, and try to find out from it the way in which it is used? People usually suppose, either that a bird flies because it is lighter than air, like a balloon, or that it rows itself along as a boat is rowed through the water. Neither of these suppositions is true. A bird is not lighter than the air, nor does it float; for when a bird is shot on the wing it falls to the ground just as quickly as the squirrel. On the contrary, a bird flies on its own weight, and could not fly at all if it were not heavier than the air.

Look at a quill-feather, and you will see that on each side of the central shaft or quill, there is a broad, thin portion, which is called vane. The vane on one side of the shaft is quite broad and flexible, while that on the other side is narrow and stiff; and by looking at a wing with the feathers in their places, you will find that they are placed so that they overlap a little, like the slats on a window-blind. Each broad vane runs under the narrow vane of the feather beside it, so that, when the wing is moved downward, each feather is pressed up against the stiff narrow vane of the one beside it, and the whole wing forms a solid sheet like a blind with the slats closed. After the down stroke is finished and the up stroke begins, the pressure is taken off from the lower surface of the wing, and begins to act on the upper surface and to press the feathers downward instead of upward. The broad vanes now have nothing to support them, and they bend down and allow the air to pass through the wing, which is now like a blind with the slats open. By these two contrivances,—the shape of the wing, and the shape and arrangement of the feathers,—the wing resists the air on its down-stroke and raises the bird a little at each flap, but at each up stroke allows the air to slide off at the sides, and to pass through between the feathers, so that nothing is lost.—*St. Nicholas.*

## To the Girls.

By MARK L. WHIPPLE, M.D.

You should know, by this time, that not every well-dressed and polite young fellow will make a good beau for you. Of course, he should have decent clothes and he will have if he is smart, but don't be taken in by a watch chain or a breast pin. A good proportion of all the smiling half-grown men are not worth a thought. They have no brains to speak of. See if your young man is getting an education. See if he smokes or even drinks lager beer; if so "give him the mitten." Say no and stick to it.

By the way, do you wear a tight corset? If so, that means a life of misery for you. Those ribs can be bent in a good deal, but the liver must be compressed and then comes headache, then a worse sickness and an early grave. No matter who wants to lace you up tight with the idea of making you pretty, don't you stand it. Don't hear about it being fashionable. There is nothing more ugly than a woman with a small waist; it is positive deformity.

Again, have you good common sense? That is a plain question isn't it? If you have, you will get along nicely, if not, trouble will come. If you have, you will soon know how to darn stockings, you will save money, you will listen to your father and mother and every older person when they speak. You will not spend your money on face powder, cologne, fans, ribbons and a lot of useless lumber. You will not buy everything that is "so sweet." You will be satisfied to look at it.

## Thorvaldsen.

By M. EMMA KENT.

The great sculptor, Thorvaldsen, was born at Copenhagen in 1770. His mother was the daughter of a peasant; his father was a wood-carver, who made rough figure-heads for vessels. When Albert, or Bertel, as his people called him, was old enough, he went into his father's work-shop, and after a little practice, it was seen that his work equaled, and in some points excelled his father's. His father saw that, if properly educated, Bertel might be an artist; and at eleven years old, he was put into the Royal Academy of Fine Arts. He cared for no kind of study excepting that of his art, which he was

passionately fond of. His teacher thought him quite a dunce; and when, on the distribution of prizes at the Fine Arts Academy, a young Thorvaldsen got the silver medal, he said it might be a relative of Bertel's, and thought to hold him up to the boy as an example of industry. What was his astonishment on finding that it was Bertel himself! After that, the teacher called him "Herr," which was a great honor. In 1796, Thorvaldsen embarked for Naples, and then went to Rome. The Danish Academy supported him there six years, and at the end of that time he prepared to return to Denmark. As there was trouble about getting his passport, he was delayed, and while waiting, a wealthy gentleman entered his studio, and seeing the statue "Jason," he was so charmed with it that he ordered it in marble. An agreement was made, and Thorvaldsen remained in Rome. After that he was more prosperous.

Napoleon ordered "Alexander the Great entering Babylon" in marble, but by the time it was finished, Napoleon was an exile. Poland ordered two statues; but being delayed by sickness, they were not finished till after the fall of Poland. Nevertheless, he found sale for them. During this time, the "Jason" was sadly neglected, and it was twenty years before the gentleman received it! Thorvaldsen returned to Copenhagen on a visit; but he had but little peace, as his rooms were constantly crowded with visitors.

Again he went to Copenhagen. He was received with all the pomp and glory that could be devised by both king and vassal; and even his native sky welcomed him home, as there was a gorgeous aurora borealis at night. On landing, he was drawn in a carriage by the people instead of by horses, although he was ignorant of the fact until his arrival at the palace. The people refused to be satisfied until they had all seen their countryman, and so Thorvaldsen appeared on the balcony and bowed to the assemblage. So highly did they honor him that it is said there was "danger of his being killed with kindness." Thorvaldsen moved in all classes of society. His shoemaker was his friend, as was also the King of Bavaria, Lord Byron and Sir Walter Scott, were among his friends. He died in 1844. His coffin was carried by forty artists, and on it was lying a wreath of flowers woven by the Queen. On the day he died, he was working on a bust of Martin Luther. Among his many beautiful statues are "Night," "Morning," the "Nest of Lovers," and the "Lion of Lucerne." Have you seen photographs of any of these.

## Long Life of Animals.

A tortoise died in England aged 220; another at 128 years of age. The pike, a kind of fish, has been said to live for 267 years, and the carp for 200 years. The gigantic salamander may live for a greatly prolonged period, and frogs and toads are long-lived animals. A toad has been kept for 30 years without showing signs of age, and then died through an accident. Whales have been supposed to live from 300 to 400 years. The life of an elephant is said to extend beyond 100 years, but if so there seems as yet to be no certain evidence. Birds, as creatures at once so active and warm-blooded, (and thus compressing, as it were, much life into a small period), might be expected to be short-lived. Yet parrots have been known to live for upward of a century, and pelicans, geese, and crows may exceed the period commonly allotted to man. A horse is generally old at 30, and is known never to have attained twice that age. The life of a sheep is of about 15 years' duration, and that of a dog from 15 to 20. The lion called Pompey, which died in the Tower of London lived there for no less than 70 years.

## A Poem for Boys.

Boys do not like poetry; that is, generally. Here and there are a few lads who enjoy Longfellow's beautiful verses or Tennyson's stories in verse; but most of the boys do not care in the least for "rhymes" as they call them. The Editor of the SCHOLAR'S COMPANION has found something that an English writer, Henry Dutton, has written for British boys, and now he gives it to his COMPANION boys. Don't be afraid because it is in rhyme, but read it through and then act upon it.

## BRAVE AND TRUE.

Whatever you are, be brave, boys!  
The liar's a coward and slave, boys!  
Though clever at ruses,  
And sharp at excuses,  
He's a sneaking and pitiful knave, boys.  
Whatever you are, be frank, boys!  
'Tis better than money and rank, boys!  
Still cleave to the right,  
Be lovers of light,  
Be open, above board, and frank, boys.  
Whatever you are, be kind, boys!  
Be gentle in manners and mind, boys!  
The man gentle in mien,  
Words, and temper, I ween,  
Is the gentleman truly refined, boys.  
But, whatever you are, be true, boys!  
Be visible through and through, boys!  
Leave to others the shamming,  
The "greening" and "creaming,"  
In fun and in earnest, be true, boys!



## Sayings About Cats.

Many sayings in the English language refer to cats. We speak of "living a cat or dog life" and the French put it "to love like cats and dogs." The Spanish say: "One eye on the pot, and the other on the cat." The Italian talks about "skinning the cat," when he undertakes a hard task. The Spaniard says the cat would be a good friend if he did not scratch, and he thinks a cat which mews is not a good mouser. An Italian says one had better be the head of a cat than the tail of a lion; a German believes it too late to drive the cat away when the cheese is eaten. The Russian thinks that play for cats means tears for the mice; the Arab says that when the cats and mice are on good terms the provisions suffer; the Turk tells us that two cats can hold their own against one lion. Another Turkish saying is, it is fast to-day, as the cat said when he could not get at the liver. The English fancy that some people have as many lives as a cat—that a cat, in fact, has nine lives; yet he holds that care will kill a cat. He lets the cat out of the bag; but so do others, and they all agree that it is in the nature of a cat always to fall on its feet. He talks of raining cats and dogs, or sees folks dance like a cat on hot bricks. The Spaniard asks, Who has to take the cat out of the water? when something unpleasant has to be done. The French say, She is as dainty as a cat; their singers have a cat in their throat when the throat is not clear; and the phrase "cat music" is not unknown; and an impossibility is a mouse's nest in a cat's ear.

## Saved by Dog.

Some dogs, in their love and affection for their masters, have at times equalled human beings in their constancy, and even surpassed them in the marvellous intelligence with which they foresee and avert approaching danger.

Two girls, daughters of an English country doctor, were once out for a walk together, accompanied by their little dog, Jack, who was a clever little terrier, and more than once proved his claim to be considered their protector while out walking. Their father often said he felt quite happy when Jack was with them; he was sure no harm could come to them. The two girls pursued their walk merrily. The fine afternoon tempted them to go farther than they ought, however, and by the time they turned the dusk had fallen, and they were afraid they would be late for tea. One of them proposed to take a short cut through the wood with which they were well acquainted, having often gathered blackberries in it on a summer afternoon. The other agreed, and so they arrived at the edge of the wood and prepared to enter it.

"All the same I am afraid," said Dora, the younger of the two; "there have been several robberies in the neighborhood, and I saw some very odd-looking men pass our door to-day; besides, I'm wearing my new watch which papa gave me on my birthday."

"O nonsense!" her sister replied. "It is nearly six o'clock now; and we shall be late. No one will wish to harm us."

As she had said this, Jack advanced towards them, and planting himself in the middle of their path, sat down and whined.

"That is odd," said Dora. "I never remember him doing that before."

The other girl derided her fears, and attempted to pass the dog; but he caught her dress in his teeth, and held her so firmly that she hardly dared to set herself free. One more effort she made, but Jack was resolute; so at last seeing how determined he was to prevent their further progress, she gave up trying.

"Well, well, you stupid little brute!" she said, angrily, "I suppose we must go that long way round."

So the two sisters abandoned the idea of taking the short path through the wood, and went home by the safe high road. When they arrived, how grateful, how unutterably thankful did they feel to their little protector, whose intelligence had been so far superior to theirs, and had saved them despite themselves. A man had been found in the wood shortly after they had left it, murdered and robbed, it was conjectured, by the tramps who had passed through the village in the morning. Thus Jack had preserved his mistresses from meeting perhaps a similar fate.

Of all the boasted conquests Man has made  
By flood or field, the gentlest and the best  
Is in the dog, the generous dog, displayed;  
For ah! what virtues glow within his breast!  
Through life the same, through sunshine and in storm;  
At once his lord's protector and his guide;  
Shaped to his wishes, to his wants conform;  
His slave, his friend, his pastime, and his pride!

THE SCHOLAR'S COMPANION contains much matter that is interesting and instructive to boys and girls. Nothing better could be put into their hands to read.—*Normal Reporter*.

HORSFORD'S ACID PHOSPHATE should be used when you are nervous and cannot sleep.

## The Sky.

The thoughtful person sees everything that is about him. When a child is but a few days old it begins to look about to find what there is to be seen. If it does not do this the parents fear it may prove to be an idiot. You have the sky above you; what do you know about it? Do you read it? It is a book and is carefully studied by many.

The sky-watchers say that an intensely blue sky will be followed by heavy rains, and sometimes severe storms in less than forty-eight hours. If it is a light blue the weather will be steady. If it is a gray heavy sky there will be dry and hot weather and it will be continuous.

A westerly wind is a fair weather wind—no matter what clouds there may be; when the westerly wind sets in, fair weather will follow and last for some time. Wind from the north is followed by cold clearing weather; it will shift around to the west. Wind from the east will be followed by a storm; and it will not clear off until the westerly wind sets in. Wind from the south is quite apt to turn round to the south-east—if so, a storm; if to the southwest it will clear.

Clouds are either high or low; the high clouds are called cirrus or hair clouds; the low ones are cumulus or pile clouds. The latter are the source of rain. The wind blows a mass vapor along and a cold wind condenses it and there is rain. Now, the cumulus is low, not over a mile or two high, and the cirrus is up four to eight miles—and all rain comes from the low clouds. If the cirrus sink and melts in with the cumulus rain will follow.

Look at the clouds, watch the winds,—watch everything with those two bright eyes of yours.

## The Truth or a Lie.

Mr. Spread, a justice of the peace, lived not far from the town of Kook. One day a young man was brought before him who was accused of sheep-stealing, and who confessed his offence. The magistrate made out a commitment and whilst the constable was making arrangements for his removal, he was locked up in the magistrate's yard, which was encircled by a high fence. In this yard the magistrate's little boy was amusing himself. Meanwhile the conscience of the sheep-stealer who had now for the first time entered on the road of vice, was greatly aroused, when he thought of the shame and punishment which awaited him, and he became so sad that he sat down on the stone in the yard, and he began to weep bitterly. The little boy was thereby disturbed in his play: he went up to the prisoner with kind sympathy.

"Man, why are you weeping?" he said.

The young fellow told the little boy what was troubling him and how he was now about to be carried off and that a long imprisonment awaited him. In his childlike simplicity the boy exclaimed,—

"But why don't you run away, then you would escape it all?"

"How can I?" said the man.

"I will let you out," said the boy, and he ran through a side door into his father's room and, without thinking that he was doing anything wrong, took, while his father was occupied in writing, the key of the door down from the nail on which it hung, hastened back with it unperceived into the yard, opened the door, while the prisoner at once ran off with a hearty "May God reward you," on his lips. Meanwhile the commitment was drawn up, the constable was ready, but the prisoner was missing. The matter was soon cleared up; the justice of the peace rewarded his son's thoughtless good nature with a good whipping. Years passed away; the little boy had become a man, with the property of his late father; he had also been elected to the post of magistrate. Changes took place. One disaster after another came to the magistrate, losses followed each other, and one Tuesday he had to pay into the bank of Kook a very large sum of money. The bank was not to be trifled with, and if the payment was not made at once, bankruptcy and ruin stood at his door. When late on Monday evening the sum was still not completely made up, the magistrate determined to travel in the night to Kook, in the hope of being able early in the morning to borrow from friends the money which was still wanting.

The magistrate safely arrived at about two miles from Kook; but here, on a cross-road, a man came up to him with a pistol in his hand, and greeted him with the cry, "Your money or your life!" When he had been plundered of all he possessed, and was about to continue his journey, the moon shed her full light upon the face of the robbed man. His assailant looked at him sharply, and exclaimed in a voice full of emotion,—

"Sir, what is your name?"

The magistrate was terrified at this question. It was likely, that the robber was a man whom he had had under his hands, and perhaps had severely punished. With a determined voice he called out, "My name is Spread."

These words worked like a charm upon the robber. With a respectful voice he exclaimed, "Do you still remember how, nineteen years ago, you helped a sheep-stealer to escape?"

"Yes, indeed I do," replied the magistrate. "I had a severe thrashing for it, too."

"I am the man to whom you showed compassion. Here is your money back again."

Mr. Spread spoke seriously to the robber on the necessity of of forsaking his wicked manner of life. The highwayman promised he would do so. But Mr. Spread always held firmly to the proverb that "Truth is the best and safest way."

## The Scholar's Library

Last month the COMPANION began to tell about some books that scholars would like to place on their book-shelves. Since then some new volumes for young people have appeared, and among them are the following:

*Over the Way*; or, Ned Harris's Resolve. This is published in New York by the National Temperance Society, and is a temperance story. *Brave*, by Mrs. T. H. Griffiths, is bound in the same volume.

The editor once heard a very delightful speaker near Boston telling a large audience of teachers how the history lesson could be made interesting. Now, would not all the scholars give a vote of thanks to the gentleman who thinks that the dry, dull old history could be made anything but dry and dull and old? And this Mr. T. W. Higginson (who must have some young people of his own, for he knows what they like so well) has prepared a *Young Folks' Book of American Explorers* (price \$1.25) and in it collected accounts of explorers in America, as told by themselves, or writers of their own time. The boys will find this is a history book which is almost a second "Robinson Crusoe." Send to Lee & Shepard of Boston for it.

From the same publishers can be had a *Young Folks' Book of Poetry*, prepared by Loomis J. Campbell. This is filled with short poems of all kinds and on all subjects adapted to children. They can be learned by heart many of them, and those who own this book should try and find out something about the writers of the poems. There are three parts to the book, and each has a lovely full-page picture. You will like the pretty cover, and think the book from beginning to end a treasure. The price is \$1.00.

If you will send fifty cents to D. Lothrop & Co. of Boston, for their new book, *Write Your Own Stories*, you will have some pleasant times this winter in writing out the stories, (there are thirty altogether) on the blank pages opposite the pictures. Children under fourteen years of age can return their books next July to the publishers, who will give fifty dollars in three parts to the three best sets of stories. What do you think of that, scholars? Write to the SCHOLAR'S COMPANION how you get along in this story telling.

A pretty book can be bought for fifty cents, called "Stories for Language Lessons." It is printed in large type and every page has pictures on it. It contains short stories with blanks left to fill out with words when reading. D. Lothrop & Co., of Boston, publish it.

The older girls will like Carroll Winchester's "From Madge to Margaret." (Price \$1.00, Lee & Shepard, Boston.) It is the story of a lovely young girl, Madge, who is brought up in the country and marries and fills a city home.

THE WASP.—I was killing wasps says an observer, who were plundering a fruit tree in my father's garden, many years ago. One of them, not killed but only hurt, fell into a spider's web at the bottom of the tree and hung there. Immediately another wasp advanced and cut him out. This was accomplished with great dexterity, accompanied by great caution. The rescuing wasp came quite close up to the web and poised himself there, with that laborious thrill and quiver of the wings used by insects to sustain themselves in the same place without advancing or receding. Poised there, he struck with extreme neatness and precaution at the encompassing threads with his forepaws. He cut asunder one of them after the other, till the wounded wasp was extricated and fell to the ground—I am afraid to die there. I could, of course, have killed Damon Wasp, Esq., while he was cutting out Pythias Wasp, Esq., if I had liked, but I thought he was behaving like a gentleman and a wasp of honor, so I let him go, and, indeed, killed no more wasps that afternoon for his sake.

## Almost Young Again.

My mother was afflicted a long time with Neuralgia and a dull, heavy inactive condition of the whole system; headache, nervous prostration, and was almost helpless. No physicians or medicines did her anygood. Three months ago she began to use Hop Bitters, with such good effect that she seems and feels young again, although over 70 years old. We think there is no other medicine fit to use in the family.—A lady in Providence, R. I.—*Journal*.



# A BRAIN AND NERVE FOOD. VITALIZED PHOS-PHITES.

THIS DIFFERS FROM ALL OTHER TONICS AS IT IS

Composed of the Vital or Nerve-Giving Principles of the Ox Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and prevents consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.

For Sale by Druggists, or by mail, \$1.00.

## A Queer Ceremony. By E. L. C.

In the early history of England the Druids were the Priests, the Cromlechs were the altars. The people who then lived in England were called Celts and were very different from other tribes that came later. These people had very curious rites or religious ceremonies. The sun was the symbol of their invisible God, and they worshiped him in the grand old forests, which formed for them most imposing and sublime temples. On May-day, the people would solemnly gather around a huge bonfire, kindled by one of the priests, about which they would dance in a weird fantastic row, proceeding from east to west, thus following the sun in this course; singing a peculiar religious chant through which a mournful minor chord was always perceptible. This May-day ceremony was called "The Fire of the Gods," and was very similar to a rite performed on mid-summer nights called the "Fire of Peace." The only sacrifice considered by this people as acceptable to their God was human life. When the Romans gained dominion in Britain, the Druids were persecuted and exiled and at an early date in the Christian era they were entirely extinct, but the cromlechs still remain.

## The Popular Demand.

So great has been the popular demand for the celebrated remedy Kidney-Wort, that it is having an immense sale from Maine to California. Some have found it inconvenient to prepare it from the dry compound. For such the proprietors now prepare it in liquid form. This can be procured at the druggists. It has precisely the same effect as the dry, but is very concentrated so that the dose is much smaller.—*Lowell Mail.*

## The Arabian Nights.

All have heard of the "Arabian Nights," but who knows the history of the book? When books were scarce in Arabia and the East, people used to spend a great deal of time in listening to stories, and there were men and women who made story-telling a business. If at that time you had passed through an Eastern city, you might have seen a group of curious people gathered around one of these story-tellers, eagerly listening as he told them the exciting tale of "Aladdin and his wonderful Lamp." Passing further on and stopping at a coffee-house, you might have heard the thrilling adventures of "Ali Baba and the Forty Thieves," while you quietly sipped a cup of coffee. Yes, you might even have seen one of these story-tellers at the bedside of a sufferer, for they could relate such soothing stories and modulate their voices so exquisitely that the sufferer would be lulled into a peaceful sleep. An unknown Arabian once made a collection of many of these tales, and the volume was called "Arabian Nights." It was first brought to Europe in the seventeenth century by a French traveler named Gallaud.

## Get out Doors.

The close confinement of all factory work, gives the operatives pallid faces, poor appetite, languid, miserable feelings, poor blood, inactive liver, kidneys and urinary troubles, and all the physicians and medicine in the world cannot help them unless they get out of doors or use Hop Bitters, the purest and best remedy, especially for such cases, having abundance of health, sunshine and rosy cheeks in them. They cost but a trifle. See another column.—*Christian Recorder.*

## MADAM ZADOC PORTER'S CURATIVE COUGH BALSAM.



Favorably known and  
Largely Used in New  
York City and Vicinity  
for over Forty Years.

25, 50 & 75c. a Bottle  
ONE OF THE BEST,  
CHEAPEST AND MOST  
EFFECTUAL OF REM-  
EDIES.

Warranted, if used according to directions, to cure or  
relieve  
Coughs, Colds, Croup, Whooping Cough,  
Asthma, and all Affections of the  
Throat and Lungs.

A Purely Vegetable Preparation; not a violent reme-  
dy; and very agreeable to the taste.

If you have a cold, if ever so slight, do not fail to give  
the Balsam a trial. The timely use of a 25c. bottle will  
often prove it to be worth a hundred times its cost.  
The 75c. bottle contains four times as much as the 25c.  
bottle.

## KIDNEY- WORT THE ONLY MEDICINE

That Acts at the Same Time on  
THE LIVER,  
THE BOWELS,  
and the KIDNEYS.

These great organs are the natural cleans-  
ers of the system. If they work well, health  
will be perfect; if they become clogged,  
dreadful diseases are sure to follow with  
TERRIBLE SUFFERING.

Biliousness, Headache, Dyspepsia, Jaun-  
dice, Constipation and Piles, or Kid-  
ney Complaints, Gravel, Diabetes,  
Sediment in the Urine, Milky  
or Ropy Urine; or Rheu-  
matic Pains and Aches,

are developed because the blood is poisoned  
with the humors that should have been  
expelled naturally.

## KIDNEY-WORT

will restore the healthy action and all these  
destroying evils will be banished; neglect  
them and you will live but to suffer.

Thousands have been cured. Try it and you  
will add one more to the number. Take it  
and health will once more gladden your heart.

Why suffer longer from the torment  
of an aching back?

Why bear such distress from Con-  
stipation and Piles?

Why be so fearful because of dis-  
ordered urine?

KIDNEY-WORT will cure you. Try a pack-  
age at once and be satisfied.

It is a dry vegetable compound and  
One Package makes six quarts of Medicine.

Your Druggist has it, or will get it for  
you. Insist upon having it. Price, \$1.00.

WELLS, RICHARDSON & CO., Proprietors,  
(Will send post paid.) Burlington, Vt.

## Liquid KIDNEY- WORT

In response to the urgent requests of great  
numbers of people who prefer to purchase a  
Kidney-Wort already prepared, the prop-  
rietors of this celebrated remedy now pre-  
pare it in liquid form as well as dry. It is  
very concentrated, is put up in large bottles,  
and is equally efficient as that put up dry in  
tin cans. It saves the necessity of preparing,  
is always ready, and is more easily taken by  
most people. Price, \$1 per bottle.

LIQUID AND DRY SOLD BY DRUGGISTS.

WELLS, RICHARDSON & CO., Prop'rs,  
Burlington, Vt.

## EDUCATIONAL AGENCY,

21 Park Place, New York.

1. To supply Schools with good Teachers.
2. To supply good Teachers with Schools.
3. To furnish Apparatus, Maps, Charts, Crayons, Min-  
erals, etc., etc.

Let every teacher write to us for a circular. Enclose  
postage.

E. L. KELLOGG & CO.,  
21 Park Place, St., New York

## The Scholar's Companion.

50 CENTS A YEAR.

AMOS N. KELLOGG, - - EDITOR.

The Best, Brightest, Most Instructive, and  
Cheapest paper published

Every teacher will do a good thing if he  
introduces this paper to his pupils. Please  
send for copy if you have not seen it; let no  
teacher try to keep school without it. It will  
improve your pupils wonderfully, and inter-  
est them in going to school.

## IT EDUCATES.

Other papers amuse; this instructs and  
educates; it helps on the work you are day  
by day doing; it helps on education at home  
when you are absent; it steadily urges to  
go to school and to obtain an education.  
Ought not every teacher to do something to  
have such a paper taken? It will leave in-  
fluences for good that will operate when you  
have left your pupils. We therefore urge  
every teacher to do something towards get-  
ting this paper into the hands of his pupils.

## IT PAYS ALL AROUND.

Remember, it will pay your pupils morally  
intellectually and physically to take the  
COMPANION; and remember we will pay you  
for your labor; and finally it will aid us in  
our work. We depend on the teachers to  
enable us to circulate this, the cheapest and  
only paper devoted to self-education. We  
shall pay out thousands of dollars in pre-  
miums and commissions—all of this can be  
earned by the teachers—if they will work.

## OUR AGENTS.

Success attends our agents. One gentle-  
man, who has been principal of a graded  
school, an able man and teacher, was so im-  
pressed with the COMPANION that he gave up  
his situation and began an active canvass.  
He will clear \$100 per month. Some have  
taken as many as 56 subscribers in a day!

We earnestly hope that every subscriber  
to the INSTITUTE will send us subscribers to  
the COMPANION. It is a paper that every  
teacher should encourage. The trashy pa-  
pers need no help from any one; choice  
plants of literature need assistance. Hence  
send us one subscriber; if possible ten.

## VACATION WORK.

A principal of a school last Summer saw  
the SCHOLAR'S COMPANION, and in two weeks'  
time took 133 subscribers; he visited only  
145 families; he was surprised and gratified  
at the result. Thousands of teachers can do  
as well and even better. Besides, you will  
be doing a work as useful as teaching, and  
just as honorable. It is putting cheap, pure,  
interesting and educating reading into the  
hands of the scholars.

We shall offer teachers special rates. Every  
agent can make it pay handsomely if he will  
only work. Besure and write to us.

## GOOD BUSINESS.

We desire every teacher in the United  
States to be interested in this useful, beauti-  
ful, interesting, and educative paper. It is  
capital to use as a reader in the school,  
room; it is capital for a boy or girl to have  
at home; in short, it is just what every one  
will be interested and profited by. We  
want every teacher to introduce it to his  
scholars; thousands have done so already,  
and not a single one but is delighted with it.  
We now ask them to make a business to get  
subscribers for it.

## IT WILL PAY.

Those who make a business of it may  
choose from our premium list (in which  
every article is of sterling value,) or we will  
give the following commission on each:

Up to 10 subscribers retain 15 cents.  
" 50 " " 20 "  
" 100 " " 25 "

That is if you send us 100 subscribers you  
will make \$25.

E. L. KELLOGG & Co.

## NINTH YEAR.

—THE—

NEW YORK SCHOOL JOURNAL,  
\$2.00 PER ANNUM.

The Oldest Weekly Educational Journal  
The Leading Educational Paper.

This important weekly Journal of Education should  
be read by every teacher who can afford it. It was the  
first weekly journal of education published in America,  
and it was seen to be so valuable that it was supplied to  
the teachers of the New York City schools for several  
years and paid for by the city at full price. It is just the  
journal for superintendents, principals, and leading  
teachers, who must have educational reading EVERY  
WEEK.

It presents the modern methods of teaching, the fur-  
most views, the best and most practical ideas, the most  
careful thoughts on the important subject of education.  
It forms each year a volume of six hundred to eight  
hundred pages, and thus constitutes a real

## CYCLOPEDIA OF EDUCATION

in which every subject is fully and practically discussed  
it recognizes the TEACHER as the potential force in  
our advancing civilization. An examination of the ar-  
ticles published during the year, will compel admiration  
of the usefulness and extent of the work the Journal is  
doing.

## PROMINENT EDUCATORS.

"No periodical exceeds it."—*Edw. S. S. Randall*  
N. Y. City.  
"I heartily recommend it to all teachers."—*Supr.*  
*Henry Kiddle*, N. Y. City.  
"It deserves the praise and support of the profession."—*Pres.*  
*Hunter*, N. Y. City Normal College.  
"Able, fresh, lively and practical."—*Prof. Edward*  
*Brooks*, Pa.  
"It meets my idea of an educational paper."—*Prof.*  
*Wm. F. Phelps*, Principal Whitewater, Wis. Normal  
School.  
"I must have the JOURNAL."—*Prof. Baldwin*, Prin.  
Kirkville (Mo.) Normal College.  
"The JOURNAL is an excellent paper for teachers."—*Prof.*  
*Washington Haeberlein*, Prin. N. J. Normal  
School.  
"I wish every teacher would read the JOURNAL."—*Com.*  
*Cross*, of Fulton Co., N. Y., and most of the  
county superintendents of the State.  
"It is full of practical articles for the teachers."—*Supr.*  
*Beard*, Carbon Co., Pa., and many of the county  
superintendents of the State.

## PUBLIC OPINION.

### THE PRESS.

The most influential papers in the country have ever  
commended the JOURNAL, recognizing it as the leading  
organ on education:  
"It is one of the best educational journals."—*Apples-*  
*ton's Journal*.  
"The circulation is rapidly increasing, a result due to  
the excellence of its matter."—*Evening Post*.  
"Replete with matters of interest."—*New York Sun*.  
"It is full of interesting matter."—*N. Y. Tribune*.  
"Of interest to teachers."—*N. Y. Times*.  
"It is well edited."—*Chicago Teacher*.  
"Its editorials are of a practical character and well  
written."—*Pa. School Journal*.  
"A valuable auxiliary."—*Forest and Stream*.  
"The representative exponent."—*Home Journal*.  
"A first-class representative of our educational inter-  
ests."—*Mail*.  
"Carefully prepared."—*Witness*.  
"The best publication in the world."—*N. Y. State Ed.*  
*Journal*.  
"An able advocate of school reform."—*Commercial*  
*Advertiser*.  
"Commends itself more highly than ever to its many  
friends."—*Nebraska Teacher*.

## HOP BITTERS.

(A Medicine, not a Drink.)

CONTAINS  
HOPS, BUCHU, MANDRAKE,  
DANDELION,

AND THE PUREST AND BEST MEDICAL QUALITIES  
OF ALL OTHER BITTERS.

## THEY CURE

All Diseases of the Stomach, Bowels, Blood, Liver,  
Kidneys, and Urinary Organs, Nervousness, Sleep-  
lessness and especially Female Complaints.

## \$1000 IN GOLD.

Will be paid for a case they will not cure or help, or  
for anything impure or injurious found in them.

Ask your druggist for Hop Bitters and try them  
before you sleep. Take no other.

Hop COUGH CURE is the sweetest, safest and best.  
Ask Children.

The Hop Pad for Stomach, Liver and Kidneys is  
superior to all others. Ask Druggists.

D. L. C. is an absolute and irresistible cure for  
Drunkennes, use of opium, tobacco and narcotics.  
Send for circular.

All above sold by druggists. Hop Bitters Mfg. Co. Rochester, N. Y.

USE  
THADDEUS DAVIDS & CO'S  
WRITING INKS,  
FLUID, SEALING WAX,  
The Best Known. ESTABLISHED 1824



## PUBLISHERS.

**POTTER, AINSWORTH & CO.,**  
191 Chambers Street, New York.

PUBLISHERS OF  
**Payson, Dutton & Scribner's Copy Books.**  
**Payson, Dutton & Scribner's New Manual of Penmanship.**  
**Payson's German Copy Books.**  
**Bartholomew's Industrial Drawing Series.**  
**INDUSTRIAL DRAWING BOOKS.**  
**PRIMARY DRAWING CARDS.**  
**TEACHERS' MANUAL TO BOOKS.**  
**GUIDE TO CARDS.**  
**Dismore's Graded Spelling Blanks.**  
Elementary, Retail Price, 5 cts. Nos. 1, 2, & 3, 10 cts.  
**McVicar's National Spelling Blanks.**  
American, Retail Price, 5 cts. Nos. 1, 2 & 3, 10 cts.  
**The National Composition Book.** An Elementary and Practical Series of Graded Lessons in Composition, Letter Writing and Business Forms. Retail Price, 10 cents.  
**Green's Graded Grammar Blanks.**  
Language.  
Descriptive Catalogues with Rates of Introduction furnished on application. Correspondence solicited.

**CLAXTON, REMSEN & HAFELFINGER,** PUBLISHERS, PHILA., PA.

**Prof. LABBERTON'S HISTORICAL SERIES**

**Outlines of History.**—Outlines of History, with Original Tables, Chronological, Genealogical and Literary, 1 vol., 228 pages, oblong 4to, cloth, \$2.50.

**Historical Questions.** Logically Arranged and Divided.

The companion-book to Outlines of History. 1 vol. oblong quarto, cloth, \$1.75.

**Historical Atlas.**

Containing a chronological series of 100 Colored Maps illustrating successive periods, from the dawn of History to the Present Day. 1 vol. oblong quarto, cloth, \$2.50.

**Historical Chart.** or, History Taught by the Eye. Showing at a glance the Rise, Development and Fall of all the important Nations, from the earliest times until the present day. This Chart is published in four distinct forms.

\* For terms and other information, address the publishers.

**COWPERTHWAIT & CO**

628 and 630 Chestnut St., PHILADELPHIA.

## PUBLISHERS OF

**MONROE'S Readers & Spellers.** 15 Bromfield St. BOSTON.

**MONROE'S Reading Charts.**

**MONROE'S Vocal Gymnastics.**

**WARREN'S New Geographies.**

**GREENE'S New Grammars.** 142 Grand St. NEW YORK.

**HAGAR'S Mathematics.**

**BERARD'S New U. S. History.**

**GOODRICH'S Child's History.**

**ROYSE'S American Literature.** 25 Washington St. CHICAGO.

**APPLETON'S Young Chemist.**

**SUPPLEMENTARY**

## READING

—FOR—

## PRIMARY SCHOOLS,

—BY—

**Col. F. W. Parker, AND L. H. Marvell,**  
Supervisor of Public Schools, Boston. Supt. of Schools, Gloucester, Mass.

These lessons were prepared by practical teachers, and they were successfully used in the school-room before publication. They are not designed to supplant other Readers, but to be used in connection with any series to give an increased variety of attractive reading for the little folks.

**First & Second Books Now Ready.**

Samples by mail, 20 cents.

R. S. DAVIS & Co., Publishers, Boston.

ORLANDO LEACH, 19 Bond Street, N. Y.

## MAURY'S

## GEOGRAPHIES

—AND—

## WALL MAPS.

An Original and Select Series, Charming in Style, Rich in Material, and Happily Adapted to Schools of all Grades.

The most satisfactory results have everywhere followed their use, eliciting innumerable and most gratifying testimonials.

Specimens mailed for,—  
First Lessons.....\$ .35  
World We Live In......75  
Manual.....1.50  
Physical.....1.50  
Set of Maps (not mailed).....10.00

Full information about introduction or supply given by

UNIVERSITY PUB. CO.,

19 Murray Street, N. Y.

## JONES BROTHERS &amp; CO.,

PUBLISHERS OF THE INDUCTIVE EDUCATIONAL SERIES.

**Edpath's Inductive Grammar.**

**Edpath's Gram. School Hist. of the U. S.**

**Edpath's Academic Hist. of the U. S.**

**Edpath's Inductive Arithmetics.**

**Edpath's Elements of Algebra.**

**Edpath's Practical Drawing Tablets.**

**Edpath's Practical Music Reader.**

**First Lessons in Philology.**

CINCINNATI. PHILADELPHIA. CHICAGO.

\$66 a week in your own town. Terms and \$5 outfit free. Address H. HALL & Co., Portland, Me.

## COMPLETE SERIES OF THE

## WORCESTER'S DICTIONARIES.

**QUARTO DICTIONARY.** Profusely Illustrated. Library sheep. \$10.00.

**UNIVERSAL and CRITICAL DICTIONARY.** 8vo. Library sheep. \$4.50.

**ACADEMIC DICTIONARY.** Illustrated. Crown 8vo. Half roan. \$1.50.

**COMPREHENSIVE DICTIONARY.** Illustrated. 12mo. Half roan. \$1.75.

**SCHOOL (ELEMENTARY) DICTIONARY.** Illustrated. 12mo. Half roan. \$1.00.

**PRIMARY DICTIONARY.** Illustrated. 12mo. Half roan. 50 cents.

**POCKET DICTIONARY.** Illustrated. 24mo. Cloth, 60 cts.; roan, flexible, 75 cts.; roan, tucks, gilt edges, \$1.00.

Many special aids to students. In addition to a very full pronouncing and defining vocabulary, make Worcester's, in the opinion of our most distinguished educators, the most complete, as well as by far the cheapest Dictionary of our language.

J. B. LIPPINCOTT & CO., Publishers,  
715 & 717 Market-st., Philadelphia

## A NEW BOOK.

## School Management,

By Amos M. Kellogg, A. M.

READY NOV. 1. PRICE \$1.00

Having thoroughly revised and rewritten "SCHOOL MANAGEMENT" from its original design, and added several new chapters, will issue it Nov. 1, 1880. It will be printed from beautiful new type on fine paper, and bound in cloth. Many original and practical hints worth many times the price of the book, will be found in it. We give below a synopsis of the contents.

## CONTENTS.

## CHAP. I. Introductory.

The ideal school. Failure to realize it. School management difficult. It is the employment of personal power. The book designed for those who desire to elevate their schools to a high standard of excellence. It is the result of observation and experience. Good government develops the good in the pupil. An incident. Object of government. It should educate the pupil respecting his social relations.

**CHAP. II. Visit to a Well-Managed School.** The objective method to be pursued. Visit to a school. The school-room. The spirit of the teacher. The evident response in the scholar. The order. The view of the teacher. The basis is love for the work. Who can teach. Object of the visit. Summary.

**CHAP. III. Love for the Work.** All work for humanity must employ the heart. The school-room the noblest field of work. Contempt of teaching caused by wrong modes of management. Good management increases teaching power.

**CHAP. IV. The Principles which Underlie School Management.**

The problem of government. Organization of a school. Illustration. The school must be a unit—have an organic life. Love for the pupils. Respect for them. Obtain their aid. Employ their activities. Inspire self government. Do not depend on force. Obedience. Associate it with pleasure—follow it with a reward. Fix it by habit. Performed as a duty.

**CHAP. V. The Teacher in the School-Room.** Personal power. Self government. Self confidence. Knowledge of human nature. Common sense. Power to influence. System. Popularity. Incentives. Giving of marks. Diaries. Reports. Rolls of merit. Defects. A new plan.

**CHAP. VI. Regular Attendance.** How to obtain it. Morning exercises. Interesting the pupils in them. Museum, etc.

**CHAP. VII. Discipline.** How to discipline. An incident. Peevishness and rudeness. Remedies. Penalties. Few rules.

**CHAP. VIII. The Teacher must Interest his Pupils.**

The common complaint. An incident. The teacher's manner. The school-room. The school exercises. The order that prevails. The interest which the pupils themselves have.

**CHAP. IX. The Teacher must Fully Employ his Pupils.** Employment prevents disorder. Classification necessary. The studies of each class. How to classify.

**CHAP. X. The Teacher must Conduct his Work Systematically.**

The program. Following it. The opening exercises. The recitations. Use of signals. An incident. They economize time. Practising the signals. Intervals—how to use them. Recomes.

**CHAP. XI. Miscellaneous Suggestions.** Difficulties. From the parents. Mischievous pupils. The preceding teacher. Whispering. Fighting and quarreling. Sudden perplexities. Chronic difficulties. Regular attendance. Keeping up an interest. Employment tact. An incident.

## AGENTS WANTED.

This will be a capital book for Agents. Special terms for quantities. Send \$1 for sample copy and terms.

KELLOGG & CO., 21 Park Place N.

"Indispensable to the Library, Clergyman, Lawyer, Physician, Editor, Teacher, Student, and all of any calling in life who desire knowledge."

**Encyclopaedia**

**Britannica**


## AMERICAN REPRINT,

NINTH EDITION.

This great work is beyond comparison superior in its elaborate and exhaustive character to all similar works. The contributors are the most distinguished and original thinkers and writers of the present and of the past. This issue is the ninth revision in a space of over 100 years since its inception, and this reprint, a copy in every particular of the British edition, is the best and cheapest work ever offered to the American people. The articles are written in a most attractive style, and the quantity of matter in each volume is one third greater per volume than in any other Cyclopaedia sold at the same rates. The work contains thousands of Engravings on Steel and Wood, and is printed from entirely new type made expressly for it. It will be comprised in 21 imperial octavo volumes 16 of which are now ready, and the succeeding volumes will be issued at the rate of 8 a year. Price per volume, cloth binding, \$5. Sold only by subscription. For Specimen Page apply to the Publishers.

J. M. STODDART & CO., 77 Chestnut St., Phila.


AGENTS WANTED. BEST TERMS.



## JOSEPH GILLOTT'S STEEL PENS.

THE FAVORITE NUMBERS, 303, 404, 332, 351, 170, AND HIS OTHER STYLES

SOLD BY ALL DEALERS THROUGHOUT THE WORLD.



For Fine Writing, No. 1, 303, and Ladies, 170. For Broad Writing, 294, 389, and Stub Point, 849. For General Writing, 332, 404, 390, and Falcon, 873, 903. Other Styles to suit all hands.

Sample Cards, Price Lists, etc., furnished on application.

JOSEPH GILLOTT & SONS, 91 John Street, New York.

HENRY HOE, Sole Agent.

ALWAYS ASK FOR

## ESTERBROOK'S STEEL PENS

NEW-YORK OFFICE, 28 JOHN ST. WORKS, CAMDEN, N. J.

FOR SALE BY ALL DEALERS

## ESTERBROOK & CO. FALCON PEN

SAMPLES AND PRICES ON APPLICATION.

**BAKER, PRATT & CO.,**  
GENERAL SCHOOL FURNISHERS,  
19 BOND STREET, NEW YORK.



## EVERYTHING FOR SCHOOLS!

Send for descriptive circulars and price lists. Baker, Pratt & Co., 19 Bond St., N. Y. Our new catalogue containing 184 pages and over 300 illustrations, mailed for 25 cents in stamps.

**JOHN R. ANDERSON & CO.,**  
17 Murray St., New York.

## SCHOOL BOOKS

## Bought, - Sold, - Exchanged.

Constantly on hand a large assortment of new and shelf-worn School-Books, at discounts of from 15 to 25 per cent. from net list. If teachers, having sample copies of School-Books for which they have no further use, will send a list, an offer will be made for them.



## HOPE FOR THE DEAF

## Garnore's Artificial Ear Drums

RESTORE THE HEARING and perform the work of the Natural Drum. Remains in position without aid, and are not observable. All Conversation and even whispers heard distinctly. We refer to those using them. Send for descriptive circular. Address GARNORE & CO., 5 W. Corner 5th & Race Sts., Utica, N. Y.

## THE BEST SCHOOL LIGHT.

## FRINK'S PATENT REFLECTORS.

Give the MOST POWERFUL, the SOFTEST, CHEAPEST, and the BEST light known for Schools, Churches, Stores, Show Windows, Parlors, Banks, Offices, Picture Galleries, Theatres, Depots, etc. New and elegant designs. Send size of room. Get circular and estimate. A liberal discount to churches and the trade.

L. P. FRINK, 311 Pearl Street, New York.

## SCHOOL SUPPLIES

AND

## TEACHER'S AIDS.

N. Y. School Journal, (weekly) per yr	\$2.00
The Teacher's Institute, (m'nthly)	1.00
The Scholars' Companion, "	.50
Aids to School Discipline,	1.25
Blackboards, from	\$3.50 to 12.00
Blackboard Crayons, (Alpha) per gross	.75
" (Chalk) "	.25
" Compass,	1.00
" Pointers,	.25
Certificates,	
Chart of English History,	1.00
Clock, 8 day,	9.00
Composition Books, Fine Acme Paper, per 100,	10.00
Dictionaries. Webster's Unabridged,	12.00
Diplomas,	
Dumb Bells,	
Dustless Erasers, per doz,	1.80
Essels—Blackboard,	
Eureka Slating, per quart,	2.25
Geometrical Forms,	4.00
Globe, 12 inch meridian,	25.00
" " " Bronze Stand,	30.00
" 8 " "	12.00
" 8 Plain,	8.00
Gymnastics,	
Ink,	
Ink Wells, per doz,	.75
" covers, per doz,	.85
Kindergarten Gifts,	
Lead Pencils, Faber's,	
Maps,	
" Cornell's Outline,	
Minerals, small set of 25,	.50
Numeral Frames,	1.00 and 1.25
Object Teaching Forms,	4.00
Pads, Writing (Acme Paper) send for circular,	
Penholders (Accommodation) per gross,	
Reward Cards,	
School Reports, per doz,	.85
Slate Pencils, pointed, per 100,	3.00
Slates,	
Thermometers, 10-inch,	.45
How to Teach. Kiddle, Calkins & Harrison,	1.25
Calkins' Object Lessons,	1.50
Page's Theory and Practice of Teaching,	1.50
Johannot's Principles and Practice of Teaching,	1.50
Brooks' Normal Methods,	1.50
DeGraff School-Room Guide,	1.50
Kellogg's School Management,	1.00
I am prepared to furnish all kinds of supplies, and also give estimates on the best kinds of School Desks, Chairs, Settees, Charts, etc.	
WM. F. KELLOGG,	
Manager School Supply Dept.,	
21 Park Place, N. Y. City.	

\$5 to \$20 per day at home. Samples worth \$1000 Address BRUNSON & Co., Portland, Me.